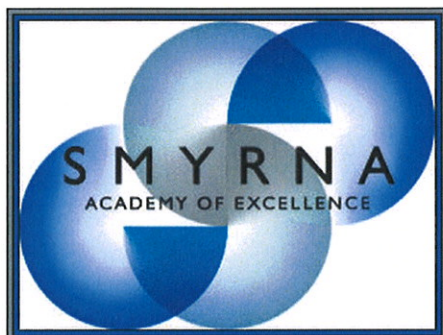
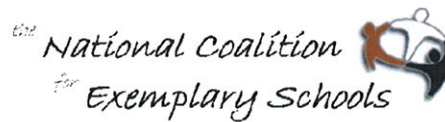


Smyrna Educational Alliance, Inc.
Race to the Top
Innovation Fund Grant Proposal

in partnership with



**Georgia Race to the Top
Innovation Fund
Application Face Sheet**

SECTION 1: APPLICANT AGENCY

Applicant Agency (Legal Name): The Smyrna Educational Alliance, Inc. (SEA)

Legal Mailing Address: PO Box 813749

City: Smyrna County: Cobb State: Ga Zip: 30081

Federal Employer I.D. #: 45-2894607 DUNS #:

Congressional District #: 13th

Executive Officer Name: Jimmy Arispe Title: Chairman, SEA, Inc. Board

Street Address: 3095 Dunton Street SE City: Smyrna State: Ga Zip: 30080

Telephone: 678-270-8767 FAX: Email: jimmy.arispe@SmyrnaAcademyofExcellence.org

SECTION 2: PARTNERSHIP LEAD CONTACT

Contact Name: Jimmy Arispe Title: Chairman, SEA, Inc. Board

Street Address: 3095 Dunton Street SE

City: Smyrna State: Ga Zip: 30080

Telephone: 678-270-8767 FAX: Email: jimmy.arispe@SmyrnaAcademyofExcellence.org

SECTION 3: FISCAL CONTACT

Contact Name: Tal Volok Title: CFO

Street Address: PO Box 813749

City: Smyrna State: Ga Zip: 30081

Telephone: FAX: Email: tal.volok@SmyrnaAcademyofExcellence.org

SECTION 4: PROJECT INFORMATION

Project Name: The Smyrna Educational Alliance, Inc. Partnership (SEAP)

Partner Names: Georgia State University, Georgia Institute of Technology, Kennesaw State University, Southern Polytechnic University, Chattahoochee Tech, Lockheed Martin Corp, National Coalition for Exemplary Schools, Cobb County Chamber of Commerce, Renova Partners and Rosser International

Priorit(ies) Addressed: # 1 and # 4

Grant Amount Requested: **\$2.55million**

SECTION 5: PARTICIPANT DATA:

Approximate number of students served: 680 in 2013-2014 growing to 1,880 in 2019-2020
Population of focus (i.e. age, gender, race): k-12

SECTION 6: SERVICE DELIVERY AREA

Primary county or counties to be served: Cobb
List other counties to be served (if any):
Congressional District(s) to be served: 13th

SECTION 7: PROGRAM ACTIVITIES

Goal 1: To develop a fully-integrated k-12 Common Core Standards and STEM curricular framework (SEA, Inc. Interactive Curriculum Experience - ICE)

- Activity 1. Develop curricular development team
- Activity 2. Develop curricular framework
- Activity 3. Develop complete curricular materials
- Activity 4. Create student study group
- Activity 5. Begin using ICE in the Smyrna Academy of Excellence
- Activity 6. Open ICE fully to other schools

Goal 2: To produce career and college ready students in the southern portion of Cobb County through the creation of the Smyrna Academy of Excellence - a K-12 STEM charter school

- Activity 1. Create and engage board
- Activity 2. Market school
- Activity 3. Create partnerships
- Activity 4. Complete charter petition
- Activity 5. Develop school property
- Activity 6. Develop unique and innovative components of school

Goal 3: To create a sustainable professional development center to share ICE knowledge, resources and strategies with educators in Georgia and across the country - SEA, Inc. Professional Development Center for ICE

- Activity 1. Design professional development framework
- Activity 2. Develop teaching modules
- Activity 3. Design the physical space for trainings to occur

Activity 4. Develop marketing strategies

Activity 5. Develop the workshop schedule for onsite and remote learning modules

Activity 6. Invite initial cohort of teachers to participate in first workshop

Activity 7. Implement ongoing program of workshop review & improvement

SECTION 8: APPLICANT AGENCY FISCAL INFORMATION

1. Month of Fiscal Year End: June
2. Attach to the application, the applicant agency's financial audit. N/A
3. Is applicant agency delinquent on any federal debt? **NO** YES If yes, attach a detailed explanation.
4. Did applicant agency receive 80 % or more of its annual gross revenue in federal awards in its preceding fiscal year; and \$25,000,000 or more in annual gross revenue from federal awards and in so doing is required to comply with "Federal Funding Accountability and Transparency Act"? **NO** YES If yes, attach names and total compensation of the five most highly compensated officers of the grantee.

SECTION 9: AUTHORIZING SIGNATURES

I, the undersigned, an authorized representative of the applicant, have read, understand, and agree to all relative conditions specified in the Race to the Top Innovation Fund Request for Proposals and having read all attachments thereto do submit this application on behalf of the applicant agency. If awarded a grant to implement the provision herein, I do certify that all applicable federal and state laws, rules, and regulations thereto will be followed.

APPLICANT AGENCY:


_____, Chairman of Board, SEA, Inc. October 31, 2011
Signature and Title Date

**SMYRNA EDUCATIONAL ALLIANCE, INC. PARTNERSHIP
RACE TO THE TOP INNOVATION FUND
ENTERPRISE GRANT PROJECT**

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SMYRNA EDUCATIONAL ALLIANCE, INC. PARTNERSHIP

RACE TO THE TOP INNOVATION FUND

ENTERPRISE GRANT PROJECT NARRATIVE

Executive Summary

Georgia's Innovation Fund was established as an element of the state's Race to the Top reform plan to reward innovation within education by funding partnerships whose end result is positive student outcomes. The Smyrna Educational Alliance, Inc. (SEA, Inc.) proposes a highly creative approach to student learning. We will position ourselves at the forefront in advancements within Science, Technology, Engineering and Mathematics (STEM) education by using funds from the grant to design a curricular framework to be used throughout Georgia. SEA, Inc., in conjunction with our partners: Georgia Institute of Technology's Center for Education Integrating Science, Mathematics and Computing, Georgia State University, Southern Polytechnic University, Kennesaw State University - Department of Educational Leadership – Department of Educational Leadership, Chattahoochee Technical College, the National Coalition for Exemplary Schools, and Lockheed Martin Corporation will be referred to as the SEA, Inc. Partnership (SEAP) and seeks a \$2.55 million Enterprise Grant under Priorities #1 and #4 of Georgia's RT3 initiative. We will address the state's desire to 1) attain positive student outcomes through innovative applied learning opportunities, 2) support teachers more effectively in using STEM curricula in the classroom and 3) successfully utilize data to inform decision making and improve student achievement. We will:

1. Develop a fully-integrated k-12 Common Core Standards and STEM curricular framework (Interactive Curriculum Experience - ICE). This interactive internet-based depository of curricular materials will enable teachers to share and find STEM related resources and content indexed by Common Core Standards.

2. To produce career and college ready students in the southern portion of Cobb County through the creation of the Smyrna Academy of Excellence. This k-12 charter school, servicing a traditionally under-performing region in the state, will be a model for what is possible in public education and will fully integrate STEM curriculum and technology. Phase 1 includes opening in July 2013 with 680 students in grades k-6.

3. To create a sustainable professional development center to share ICE knowledge, resources and strategies with educators in Georgia and across the country (SEA, Inc. Professional Development Center for ICE). SEAP will train teachers both onsite and remotely in utilizing ICE. Induction of this

teacher development program would be scheduled for January 2014. Teachers will receive training in utilizing engaging and innovative teaching strategies and how to most effectively implement, monitor and evaluate ICE.

SECTION 1: Partnership Overview

Entities that make up the partnership, their respective missions, expertise and experience:

SEA, Inc. serves as the official applicant for this Enterprise Grant. This Georgia non-profit alliance, along with a newly created charter school, Smyrna Academy of Excellence (SAE), has been created and will continue to be managed, governed and led by Smyrna educators, parents and residents. The mission of Smyrna Academy of Excellence, a world-class k-12 college preparatory school with its embedded STEM core curriculum, is to be the most exceptionally SAFE, INNOVATIVE and RIGOROUS school in Georgia. SEA, Inc. has developed multiple partnerships with top Institutions of Higher Education (IHEs) in Georgia, including Georgia State University, Georgia Institute of Technology, Kennesaw State University - Department of Educational Leadership, Southern Polytechnic State University and Chattahoochee Technical College. These partners provide a wealth of knowledge and experience administering technical curricula and are among the top technical and science colleges in Georgia. A collaboration with high-tech industry & STEM field partners such as Lockheed Martin, Rosser International, Renova Partners and the Cobb Chamber of Commerce will ensure that our curriculum is designed to meet the needs of corporate America from a practical application perspective and provide our students with necessary work skills to succeed in the 21st century technology-driven workplace. Finally, collaborating with the National Coalition for Exemplary Schools (NCES) will provide us with guidance in implementing unique strategies to organize and structure our school, students and staff to maximize teaching and learning and also to facilitate the exposure our students will receive to university campuses. This partnership will be referred to as the Smyrna Educational Alliance, Inc. Partnership (SEAP).

Current Partners

Georgia Tech's Center for Education Integrating Science, Mathematics & Computing (CEISMC):

Mission: CEISMC is dedicated to the enhancement of STEM education in the schools based on the enormous scholarly accomplishments of GT faculty. CEISMC advocates and participates in efforts for systemic changes that lead to improved appreciation and performance in STEM for all students at the level of K-12, especially those under-represented in STEM education, and to disseminate best practices to districts and through scholarly works.

Georgia State University:

Mission: As the only urban research university in Georgia, Georgia State University offers educational opportunities for traditional and nontraditional students at both the graduate and undergraduate levels by

blending the best of theoretical and applied inquiry, scholarly and professional pursuits, and scientific and artistic expression.

Kennesaw State University Department of Educational Leadership:

Mission: The Department of Educational Leadership prides itself on working in and with Georgia's schools, promoting collaborative relationships with other University Systems of Georgia, state agencies, local schools and technical institutes, and business and industry through service and institutional expertise to expand and enhance programs and services available to the citizens of Georgia.

Southern Polytechnic State University:

Mission: SPSU serves students in engineering and engineering technology, the sciences, applied liberal arts, business and professional programs and empowers them with the ability and vision to transform the future. SPSU works to develop the broader community's intellectual, cultural, economic and human resources.

Chattahoochee Technical College:

Mission: To provide accessible, high quality technical, academic and adult education and training that promotes the economic growth and development of its students

National Coalition for Exemplary Schools:

Mission: To lead the nation in creating innovative, engaging and motivating environments in which students will thrive

Lockheed Martin Corporation:

Mission: Lockheed believes that creating a better world starts at the local level. Through their values of doing what's right, respecting others and performing with excellence, this high-tech industry leader is powered by innovation.

Rosser International:

Mission: Rosser is committed to providing full service architectural, engineering and project management expertise. Based in downtown Atlanta, they have been the firm behind the Georgia Dome, the new World of Coca-Cola and Kennesaw State's Visual Arts Center.

Renova Partners:

Mission: A financial business advisory firm which strives to renovate the value within through a holistic approach that removes barriers to success and uncovers opportunities.

Cobb Chamber of Commerce:

Mission: The Cobb Chamber's mission is to strengthen the economy, promote the community, build solid relationships and promote quality service.

Partnership's Collective Mission and Vision: SEAP will provide students with unique learning opportunities using k-12 Common Core Standards and a STEM curricular framework -- ICE. We will

develop innovative practices which can be replicated by other school systems throughout the state of Georgia and across the nation. SEAP envisions and has a vested interest in facilitating a well-educated local student population which will result in outstanding students for Georgia's universities and highly skilled employees qualified to function and excel in technology-driven industries.

Past Performance of eligible applicant in implementing large, complex, and rapidly growing projects that led to positive project implementation: The Smyrna Educational Alliance, Inc. Partnership is a newly formed partnership created to meet a specific need for more comprehensive STEM educational opportunities for local students. As such, this endeavor is the first project coordinated under this name. The partners that have aligned for this initiative each have a proven track record of success in their respective fields. The individuals who have committed to this undertaking as volunteers and board members bring a vast array of experiences and expertise in participating in and leading large-scale projects with successful outcomes.

Specific to the individuals currently serving the project:

Jimmy Arispe, Board Chair

In 2006, Mr. Arispe founded the National Coalition for Exemplary Schools (NCES). It was through his leadership that NCES led the nation in creating innovative strategies and tools to assist public schools in their transformation efforts while improving the achievement and opportunities for under-served students. These schools share many similar characteristics such as high poverty rates, large populations speaking English as a second language, diverse student bodies in terms of ethnicity and special needs populations, low academic performance, minimal course offerings, high teacher turnover and a perception of low expectations for both staff and students.

Mr. Arispe is an educational innovator who has also used his creative talents to create a non-traditional school model that will transform the environments for some of the most hard-to-reach middle school students. The Life and Learning Academies were developed through a partnership that he forged with the nation's largest dropout prevention organization, Communities in Schools. These middle school environments provide children with an instructional focus specifically geared toward dramatically improving their reading and math deficiencies, address the unique differences that exist among the genders, and insulates all of the children in a school structure that breeds long-term, trusting and meaningful relationships with adults. Moreover, he created the Student Leadership Conferences which have impacted the lives of over 25,000 under-served middle and high school students. These conferences have taken place on over 30 university campuses and in nine states across the country.

As an assistant superintendent/leadership consultant in Arizona, Mr. Arispe oversaw a staff of approximately 230, including 12 school leaders on 12 separate campuses. He assisted district leadership in managing a \$12 million budget and the construction of a \$10 million high school. In addition to the

school leaders, he directly supervised the programs and related budgets for Title, Special Education, ELL, Gifted and Talented, Migrant, as well as all school improvement grants. While overseeing the district's instructional services, he implemented various transformational initiatives to include a self-paced high school curriculum, advanced placement courses in the high school and middle school, alignment of the curriculum, and a standards-based elementary and middle school model. Under his leadership, 75 additional mentors were provided to struggling students, instructional time was increased by 28 minutes per day, and ELL and Gifted segment opportunities increased by 32%.

Mr. Arispe has served as both an Assistant School Principal and School Principal in Georgia. As Principal of Sequoyah Middle School, he supervised the operational, instructional and fiscal components of the most diverse middle school in the state. He was responsible for a student body of 1,100 (74% of whom were born outside the U.S.) and a staff of approximately 110. He managed the school budget to include grants, Title I, Special Education and ELL funds, school improvement allocations and other miscellaneous funding sources in excess of \$1 million. Among the instructional and organizational transformation initiatives he implemented were academic and advisory families, native speakers' courses for high school credit, an administrative internship model, and a school-wide literacy program.

Jimmy Arispe is currently the superintendent of the Cherokee Central School system in Cherokee, North Carolina. His district serves the students of the Cherokee Indian Reservation. He oversees a staff of approximately 250 and manages a budget in excess of \$24 million.

Janet Rau, Project Director/Academic Chair

Ms. Rau has founded and directed four schools in the Smyrna area, including the three Vinings Academy preschools and St. Benedict's Episcopal Day School. She has tremendous experience creating schools that meet the specific needs within our community. These schools currently educate approximately 560 students.

Prior to creating these schools, Ms. Rau owned and directed Play with Words, a non-profit organization working to provide foreign languages support to 22 elementary and 36 preschool programs throughout the Atlanta Metro area. Utilizing a proprietary curricular program and system of remote support, her teachers worked with more than 2000 students in 7 languages throughout the metro Atlanta area. Her extensive community involvement currently includes volunteer activities with the American Red Cross, Smyrna Soccer Club and the Cobb Chamber of Commerce.

Tal Volok, Chief Financial Officer

Mr. Volok has an impressive track record of proven success building and leading high performing teams that partner with executives within areas of Technology, Sales, and Operations to generate revenue, improve efficiency and increase profitability. Mr. Volok is a strategically focused finance executive with over 10 years of experience in Strategic Planning, Decision Support, and Deal negotiations. Mr. Volok's

experience will be a huge asset to the partnership as we plan and manage budgets, track data, and report to our stakeholders including our funders, our school leadership, and the community at large.

The extent to which at least one member within the partnership has experience developing and/or implementing education programs that led to positive student outcomes: Several of SEA's partners have been engaged in the development and implementation of education programs specifically geared towards improving student outcomes and are described below:

The National Coalition for Exemplary Schools (NCES) has implemented its innovative educational and organizational strategies in many schools and districts in Georgia and throughout the US since 2006. When adopted (and combined with the hard work of students and teachers), well-documented academic improvements ranging in 7% - 52% growth in any given content area on state standardized assessments were made. Alchesay High School, an Arizona high school with a 100% minority and poverty student population, doubled the number of its high school graduates over a three-year period; and in the most diverse middle school in Georgia, Sequoyah Middle School, the number of discipline referrals dropped by 50%, the percentage of student gang involvement decreased by 75% and portable classrooms were reduced from 6 to 0 with no reduction in enrollment.

Georgia Tech's CEISMIC has been involved since 2005 in professional learning programs for Georgia Department of Education Math/Science Partnership programs. The program has enjoyed success in many projects including *Georgia Computes*, which focused on increasing the number and diversity of computing students in Georgia. CEISMIC's evaluation team has helped to measure the *Georgia Leadership Institute for School Improvement's* impact on educational leaders, school districts, schools, and students - experience which will aid greatly as we continually collect and analyze data so that we might improve both the curriculum itself and maximize the impact of various teaching tools and styles. Additionally, CEISMIC aided in the development of a website to house the curriculum for Georgia K-12 schools. This experience will be an asset as we develop our curricular framework for the purpose of distributing data and analyses to other education professionals throughout the state.

Georgia State University has started an initiative called "Cross Career Learning Communities." The program helps teachers address and find solutions to issues they face in the classroom, determine best practices and ultimately move their students forward academically. This experience will enable us to develop models and train other educators based on actual outcomes with the flexibility of meeting the diverse needs of various learning centers.

Kennesaw State University - Department of Educational Leadership offers innovative and forward-looking educational leadership preparation programs. The Department offers one of the state's only PSC-approved coaching endorsements. Departmental faculty have participated in numerous grants and initiatives, including providing service, teaching and analysis to Gwinnett County's

Race to the Top program and the Cobb County/Kennesaw State University Teacher Quality Partnership grant.

Southern Polytechnic State University currently partners with a Georgia middle school as part of a pilot program designed to explore the extent that science, technology, engineering and mathematics enrichment opportunities influence middle school students toward STEM-related coursework and careers. Their participation will guarantee that not only are we teaching the skills that will be necessary as our students seek future employment in scientific and technological industries, but also that we ensure that students become interested in these fields at an early age.

Chattahoochee Tech has been offering distance learning as part of its curriculum for the past 5 years. Over time their course offering has evolved into three distinct classifications: web enhanced, hybrid and on-line; all of which are options to the student population every semester. For the Fall 2011 semester, 230 courses are offered online. The remaining courses can be a variation, selected by the students' own desires and learning style. Chattahoochee Tech has seen a steady increase in on-line enrollment, experiencing a 56.9 % increase over last year.

Lockheed Martin, SEA's business partner, has started a targeted K-12 education initiative called "Engineers in the Classroom" designed to identify, develop, inspire, and channel students into careers that have their foundation in science, technology, engineering, and math (STEM) courses. The touchstone of this school-based initiative is a one-on-one connection between Lockheed Martin engineers and students, teachers and guidance counselors. We intend to replicate this program and expand the number of corporate partners participating in it.

SECTION 2: Need for Project

Detailed description of the specific target population and geographic location to be served, demonstrating in-depth knowledge of community demographics and educational needs of the targeted population: The physical component of this project, a k-12 STEM Charter school called the Smyrna Academy of Excellence, will be located in and service the southern portion of Cobb County. Its primary attendance areas will encompass the residents in zip codes 30080, 30082, 30106, 30126 and 30339. Its secondary attendance areas will include the remainder of Cobb County.

Within the primary attendance area, there is a strong need for a school with excellent academic standards and a commitment from the students and parents to embrace the stimulating challenges that the STEM curriculum sets forth. Currently, the schools in this area are in a cycle of low-performance. Many families choose to move to other areas of Cobb County or Greater Atlanta in order to enroll their children in higher performing schools while other families place their children in private schools or choose to home school. According to the most recent SY10-11 Private School Report from the Georgia Department

of Education, Cobb County has 109 private schools with an enrollment of 9015 students and 1695 home school programs with 2904 enrolled students.

Within SAE primary attendance area public schools:

- there are 22,020 students
- 17 elementary schools, 4 middle schools, 3 high schools
- 4 elementary schools (24%) did not meet AYP in 2010
- 2 middle schools (50%) did not meet AYP in 2010
- 3 high schools (100%) did not meet AYP in 2010
- Overall, 38% of the students did not meet AYP in 2010

Of the 17 elementary schools, 13 are over capacity and 10 have portable trailers as classrooms.

Students in the public schools in this community score below the district and national average in the Iowa Test of Basic Skills (ITBS) in third, fifth and seventh grades. In third, fifth and eighth grades, these students score below district averages in math and reading on the Criterion Referenced Competency Test (CRCT), and scores on both the Scholastic Aptitude Test (SAT) and the American College Testing (ACT) are below national, state and district averages. Please refer to Appendix 8 for detailed graphs.

Of the public school students within our primary attendance area (southern Cobb County):

- 15% identify as **Caucasian**
- 32% identify as **Hispanic**
- 52% identify as **African-American**
- 3,470 (16%) are considered **Limited English Proficient**
- 2,278 (10%) have **special needs**

According to data from the 2010/2011 school year, 15,248 of these 22,020 students were eligible for Free Lunch and an additional 1,672 qualified for Reduced Lunch for a total of 73% of students who are entitled to Free and Reduced lunch. These data are indicative of the current trend in unemployment rates for Cobb County. Over the past two years, Cobb County's unemployment rate has soared to 9.6%, .5% higher than that of the entire country. During the period August 2009-August 2011, unemployment rates were as follows: U.S. – 9.4%; Cobb County – 9.6% (and within this county, the city of Smyrna was at 11.2%); Georgia – 10.3%.

Our partnership with Lockheed Martin, the largest private employer in the county and one of the largest in the state, in addition to all the related employment through other major STEM employers and local post-secondary institutions, will ensure positive economic impact and a growing economy.

With the large percentage of minority students in our demographic target area comes an even further need for quality STEM education opportunities. STEM executive respondents in the September 2008 Bayer Facts of Science Education Survey XII say there is a significant shortage of STEM talent,

especially of women and minorities. Of the 1,000 responding executives, more than half expressed frustration at their companies' inability to hire women and minority STEM workers. Charles H. Britt, founder and executive director of The Center for Minority Achievement in Science and Technology (CMAST), a Washington, D.C., nonprofit, emphasizes that "The key is to get women and minorities interested in STEM careers by finding innovative solutions, and not just in the traditional sense," he says. "Even the larger organizations, such as the Hispanic and women engineering organizations, are feeling a slowdown in their momentum of growth."

SECTION 3: Quality of Project Design

Number of people that the partnership expects to serve: With ICE as the driver, a primary goal of the Smyrna Educational Alliance, Inc. Partnership is to create the Smyrna Academy of Excellence Charter School (SAE). SAE intends to open its doors in the 2013/2014 school year with a k-6 enrollment of approximately 680 students and 65 faculty and staff. Once this school reaches its full size, there will be an estimated 1,880 students plus 250 faculty and staff. In the elementary grades, we will maintain a maximum of 80 children per grade level while at the middle and high school grades it will be 200 per grade level.

Furthermore, we anticipate impacting approximately another 2,500 educators and 11,000 students from the services delivered through ICE once the school has reached its capacity.

Number of LEAs, schools and k-12 students the partnership expects to affect by implementing the project: When the Smyrna Educational Alliance is granted Race to the Top funds, our impact on the educational community will be enormous. ICE will not only be made available to the teachers of our intended charter school, the Smyrna Academy of Excellence, but also to the 1 Local Education Agency (LEA), 70 elementary schools, 25 middle schools and 18 high schools servicing the more than 106,000 students in all of Cobb County. As we continue to grow our charter school and related partnerships, we will be creating an enormous amount of resources for teachers and schools in Georgia and across the nation.

The extent to which the proposed project represents an exceptional approach to the priorities the eligible applicant is seeking to meet: Priority 1 aims to achieve positive student outcomes through innovative applied learning opportunities. The Smyrna Educational Alliance, Inc. Partnership was formed to address the need to raise the standard of academic achievement in the areas of science, technology, engineering, and mathematics not only for students in the southern portion of Cobb county but also for those in the state of Georgia as a whole. The Partnership, consisting of local educators, corporate and industry leaders in the areas of STEM focus, and a variety of Higher Education Institutions, will design and implement a rigorous and challenging curriculum tailored to the individual learning styles

of all students. By identifying the needs of the 21st century workforce, the partnering organizations will create a curriculum that will enable students to learn real-world skills from real-world workers. Using a variety of formally trained educators in addition to industry leaders as teachers and mentors to our students, we will give students the tools they need to be knowledgeable and capable of communicating their ideas in an increasingly digital and global economy.

Under Priority 4, the state is looking to promote the development of STEM focused charter schools. “Advances in science and engineering are essential for ensuring America’s -- and Georgia’s -- economic growth and our national security. During the next decade, U.S. demand for scientists and engineers is expected to increase at four times the rate for all other occupations” (*U.S. Department of Education, 2005*).

According to the Science and Engineering Readiness Index (SERI) developed by Susan Wite from the Statistical Research Center at the American Institute of Physics, and physicist Paul Cottle of Florida State University, Georgia recently scored a 2.88 out of 5.00 and placed 19th out of the 50 states. The SERI measures how high school students are performing in physics and calculus and is based on publicly available data, including Advanced Placement scores, National Assessment of Educational Progress reports, teacher certification requirements by state, and physics class enrollment data.

In 2009, the Paris-based Organization for Economic Cooperation & Development released the Program for International Student Assessment. Fifteen-year-olds in the U.S. had an average score of 487 in math on a 1,000-point scale, putting them in 25th place among peers from 34 countries. Shanghai students scored 600, Singapore, 562; South Korea, Hong Kong, 555; Finland, 541. The average U.S. science score of 502 ranked 17th in the OECD nations (Organisation for Economic Cooperation and Development), which were led by Finland, Japan and South Korea. The results show that U.S. students must improve to compete in a global economy. Education Secretary Arne Duncan said, “The brutal fact here is there are many countries that are far ahead of us and improving more rapidly than we are. This should be a massive wake-up call to the entire country.”

By creating the Smyrna Academy of Excellence, a k-12 STEM Charter School, we will deliver to the students and families in the Southern portion of Cobb County the most exceptionally Safe, Innovative and Rigorous school in Georgia and a school that the community is demanding (as indicated by the attached Letters of Support). This school will serve as a model for what is possible in public education and be used for others to replicate. Results of our efforts at SAE will be collected, documented, analyzed and shared with educators in Georgia and throughout the country via our Professional Development Center for ICE. We will share our experiences, knowledge, strategies and unique and innovative components of our school with others so as to maximize the investment of the State of Georgia in our school through the Race to the Top funds we receive.

The extent to which the eligible applicant demonstrates that there are evidence-based findings or a reasonable hypothesis for improving student outcomes: The International Society for Technology in Education (ISTE®), members have monitored research on the effectiveness of education technology on student outcomes for more than 20 years, and one convincing trend has emerged: when implemented appropriately, the integration of technology into instruction has a strong positive impact on student achievement. Several state programs have involved the implementation of instructionally sound strategies in integrating education technology into instruction. Missouri's eMINTS program, Michigan's Freedom to Learn program, and Texas' Technology Immersion Pilot, just to name a few, have all shown statistically significant gains in elementary and middle grade reading, math, and science achievement when comparing participating students to their non-participating peers.

eMINTS focuses on innovative instructional processes, and supporting elementary teachers to develop student-centered, inquiry-based instructional practices through multimedia and computer technology. Students who participated in eMINTS classrooms have consistently outperformed their peers in statewide math assessments administered through the Missouri Assessment Program. Third graders in eMINTS classrooms scored significantly higher in science in 2001 and 2004, and fourth graders scored significantly higher in social studies from 2001 through 2003.

Michigan's Freedom to Learn (FTL) program provides laptops for students in a number of the state's middle schools along with extensive teacher professional development around technology integration and curriculum enhancement. Evaluations show that students participating in FTL had significantly higher levels of engagement in their work and in using technology as a learning tool when compared with national averages. The results are consistent for school years 2004–05 and 2005–06. In one notable FTL school, 8th grade math achievement doubled from 31% to 63% between 2004 and 2005, and science achievement jumped from 68% to 80% between 2003 and 2004.

In Texas, the Technology Immersion Pilot (TIP) for middle schools yielded reductions in discipline problems and increases in student technology proficiency and use. As with FLT, these results were consistent across school years 2004–05 and 2005–06. Students in one fully engaged TIP middle school saw their math achievement scores increase by 5% among 6th graders, 42% among 7th graders, and 24% among 8th graders. TIP evaluations pinpoint the critical importance of teacher professional development and engagement as key factors influencing these outcomes.

Byron High School in Minnesota faced a crisis when the state modified student achievement standards and their textbooks did not meet those new standards. Since the school could not afford to purchase new textbooks, the teachers created virtual textbooks for their students -- developing individual "lesson videos" and placing them on YouTube. Although improvements in test scores can never be

attributed directly to any one thing, the results at Byron have been impressive. In 2007, only 29.9% of Byron's 11th graders met the state's math proficiency requirement. In 2010, that number soared to 65.6%.

Another school embracing technology is Mililani, a top rated high school, in Hawaii. Vice Principal James Petersen credits the school's high scores to its recent emphasis on 21st-century learning and teaching. Mililani uses software and online services to enhance communication among students, teachers and parents. The school is adopting an online collaboration system allowing students and faculty to hold live, synchronous class sessions.

At Chicago Virtual Charter School (CVCS) the students work online from home 4 days a week and come to school for the 5th. Students can work online at their own pace and educators can tailor their instruction to each student individually to fill the gaps in that child's knowledge. The school made adequate Yearly Progress in 2008 and 2009 and has posted considerable gains in both reading and math, becoming one of 147 public schools in Illinois to win an Academic Improvement Award.

Byron High School, Mililani and CVCS are just three examples of thousands of schools around the world embracing technology in a way that is instant, collaborative, accessible and meaningful for today's 21st century learners. It is estimated about 45,000 K-12 students in the United States took an online course in 2000; by 2009 that number was more than 3 million. In their book, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*, authors Clayton Christensen, Curtis W. Johnson, and Michael B. Horn predicted that 50 % of all high school courses will be delivered online by 2019. Earlier this year market researchers at Ambient Insight published a report predicting that between 2010 and 2015, online learning in the K-12 market will grow at a compounded annual rate of 43%.

"It's very clear that online learning has found its time and place," says Hall Davidson, Director of Global Learning Initiatives at Discovery Education, "and it lies at the heart of some serious competition between traditional brick-and-mortar schools and entrepreneurial proprietary schools that are taking advantage of the charter movement."

Description of how this proposal will advance the State's RT3 strategy and/or other plans to improve student performance: The Smyrna Educational Alliance, Inc. Partnership proposes a three-goaled approach in the advancement of best practices in innovative Science, Technology, Engineering and Mathematics education. Our objectives are completely aligned with the State's Race to the Top strategies of 1) building data systems that measure student growth and success to inform teachers and principals about how they can improve instruction and 2) adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy, so that 3) we can turn around Georgia's lowest achieving schools.

SEAP Goal #1: To develop a fully-integrated k-12 Common Core Standards and STEM curricular framework -- Interactive Curriculum Experience, ICE. The virtual component of this project is the creation of a dynamic curricular framework as a resource available to all of Georgia's educators -- the Interactive Curriculum Experience (ICE). In reality, the accessibility of ICE will not be limited to Georgia educators; it will serve as a "go-to" resource and will be *the first nation-wide STEM center of its kind*. As a result, educators from across the country will have a resource at their fingertips as they integrate new STEM based curricula, teaching techniques, and community partnerships in their own communities.

ICE will be fully interactive. As we gather, analyze, and distribute data collected from our programs, we will ask that others do the same. In this manner, educators nationwide will be able to, based on the results of others, communicate with fellow educators and implement strategies that will best suit their own community needs for STEM education. With this one-stop resource available to educators everywhere, time and energy will be directed toward implementing programs based on proven results rather than investigating and building new programming from the ground up.

An integral starting point for ICE will be the creation of a prototype classroom. This will enable us to do trials on all capabilities of ICE such as the viability of recordings, which technologies work best, and the transferability to different platforms and technologies for lending purposes. Not only does this impact the design of Smyrna Academy of Excellence (see Goal #2 below) but it will also aid other schools for ease of replication.

Once our prototype classroom has proven successful and our actual charter school is up and running we will begin to add podcasts from each class to ICE. These podcasts will be an invaluable resource to both teachers and students. Teachers can use them to refine their instructional methods and plan future lessons. Students will be able to access them for additional review after attending the class or as an alternative to physically being in the class during sickness or family emergency. In this way, ICE creates a healthier, safer environment for everyone while maintaining rigorous, even global, classrooms. Eventually, through our partnerships with Kennesaw State University - Department of Educational Leadership and Lockheed Martin, ICE will come to include an entire virtual high school, lending itself to increased sustainability and revenue stream.

Collaboration is a key ingredient of ICE. Not only will teachers be collaborating with each other, but students will also be able to utilize this technology to assimilate information using varying modes of communication. Through student projects, testing and reporting, which will be submitted back to the curriculum development team, additional layers of curricular material will continuously be added. Allowing the curricular materials to be enhanced by this type of student contribution, we not only bring students into the work of curriculum design and teaching, but we also create a dynamic curriculum that

will continue to keep pace with the changing technology around us. It is this ability to adapt to the newest gadget in a student's hand that will prevent it from becoming out-dated. Our plan is not to release new versions, but to continually add to and improve on our existing work. That is the hallmark of a great teacher – one who shares what he/she has successfully used and welcomes the same from other teachers. This aspect of our curricular experience is also designed to meet students where they are and incorporate the student's chosen technology as a tool for school programs. By allowing them to incorporate the devices and resources that they already use and understand we will be able to jump into actual implementation more quickly. This also brings multiple platforms to the project that may not have been available.

ICE will be entirely centered around Common Core Standards with a STEM overlay and will be fully indexed and mappable. This ensures that core competencies are covered but also that each lesson topic is aligned through STEM fields. For instance, when an English Literature teacher looks for ways to teach “writing for a purpose”, through ICE he/she would find examples of non-fiction literature dealing with STEM-related biographies, creative writings or field notes authored by those in STEM careers. In world studies, a focus on 20th century artists may explore the impact of atomic weapons on the work of Dali. There will be a web of interconnectedness throughout all topics.

Through the use of embedded Learning Analytics, ICE will create the ability for the teachers and administrators to keep track of the student learning data on a real time basis. With technology driven activities which explore a student's grasp of curricular standards and actual testing results, the amount of information available to create effective differentiation and strategic decision making will be game changing. This will give educators insight, which is data driven, into not just what, but how, each of their students learn and thus enable them to create the best possible educational environment for each child.

In conclusion, the huge difference between ICE and any other database of materials is that it will change the whole style of teaching. By combining substantive data use, integrating STEM curricula, embracing changing technologies, interfacing with learning analytics, and incorporating project-based differentiating learning, ICE is the teaching/learning tool of the future.

Choosing the best technology partners to work with us on this project is crucial. Windstream, a national telecom provider, has the capabilities to help create and host the ICE application as well as the strength of organization to support the system completely. The range of services and available technologies they provide, as well as past performance within Georgia's educational system, make them an ideal vendor for our program.

SEAP Goal #2: To produce career and college ready students in the southern portion of Cobb County through the creation of the Smyrna Academy of Excellence - a K-12 STEM charter school. When identifying the needs of southern Cobb County, one must consider the economic needs within the

community as well as the educational needs of its students. The Smyrna Academy of Excellence will substantially and positively impact both the local economy and the academic achievement of our students.

In the short term, hundreds of jobs will be created with the construction of the facility and the hiring of the academic and administrative staffs. In the long term, employers will see highly qualified, technically skilled employees available locally. This will both encourage major corporations to remain in the southern portion of Cobb County as well as offer an incentive for new corporations to be located nearby. Their presence will bolster employment within the educational, retail, industrial and health care sectors which, in turn, will increase tax dollar revenue. With a successful academic option in a locality that currently has limited academic options, families will choose to remain living locally for quality education and additional families will choose to move to the southern portion of Cobb County. The community pride that will be observed as a result of a novel, high-impact, exemplary STEM education program will build confidence throughout the community by raising the standard of local education, making this area an attractive place to live, work and learn. The overall impact of the school and its various unique components will have an enormous ripple effect on the immediate areas surrounding the school and the rest of Cobb County as well.

Smyrna Academy of Excellence is committed to being the most exceptionally Safe, Innovative and Rigorous school in Georgia. SAE will be a national model for what is possible in public education through relentless innovation and creativity; exceptionally high expectations and standards; long-term, meaningful and caring relationships; and continuous collaboration with the local community.

We expect 100% of our students to attend and graduate from college. Our partnership with Chattahoochee Technical College will enable us to offer dual-enrollment courses to SAE high school students. Likewise, facilitated by NCES and in conjunction with our partner schools KSU, GSU, GT, and SPSU, our students will participate in continuous and in-depth tours of these university campuses. Beginning in 5th grade, SAE students will tour STEM departments, other major university attractions, and have the opportunity to speak with current university students. Providing high school students the opportunity to tour college campuses and exposing them to the facilities and programs available will give them insight at an early age into what programs and schools may be a good fit for them, what courses are going to be most valuable to concentrate on, which prerequisites are required, and the grades needed to be competitive in the admissions process. We also plan to include the parents in the college application process and make sure they are aware of the options for their children. Preparing students and parents simultaneously will be a requirement of the college planning process.

Not only will our college partners provide career planning for our students, they will be active mentors for our students. Georgia Tech's CEISMC will offer enrichment activities such as creative competitions during our school breaks where students will have the opportunity to create new technology

like developing applications to be judged by the facilitator. CEISMC has also committed to providing mentors to our students as well as to our educators.

Developing the physical body while simultaneously developing the student's mental capabilities will be a core component of our curriculum and after-school activities. As part of the everyday learning process, each child will go through a martial arts program to learn self discipline, self motivation, self awareness and self defense. We want to increase student awareness, self-esteem, and the health of our students by providing a motivating approach to exercise. Self-discipline is about making good choices and promoting an independent form of thinking which is integral to a college prep curriculum. After-school activities will be offered throughout the year to focus on our core strengths as well as active extra-curricular programs such as the Youth Fit For Life programs provided through a partnership with the YMCA.

Other innovative aspects of SAE include a 200-day year round school calendar. Extended breaks throughout the year keep burn-out low for teachers and students and prevent academic regression. To foster long-term, meaningful and trusting relationships between teachers, students and parents, Academic and Advisory Families will be used. Academic Families combines a group (3-5) of academic teachers with the same cohort of students for 3-4 years at a time and grouped accordingly: k-2, 3-5, 6-8 and 9-12. Through this approach, a teacher is able to fully understand a student's individual learning style, capacity for growth, and how to overcome any academic challenges to better assist in the overall development of the child. This approach will allow the faculty to communicate much better and develop trusting relationships with the parents as well. Advisory Families groups a small number (8-12) of students with the same teacher for all of the middle school years (6th-8th) and then again throughout their time in the high school grades (9th-12th). Each student in middle and high school will begin their day with their Advisory Family for 20-30 minutes for the sole purpose of bonding and building relationships with this small group of peers and one teacher.

Self-discipline and respect is a core focus of our school and all students will wear uniforms to include shirts and ties, and to promote a healthy environment for learning while eliminating any distractions that clothing may have in the classroom. Finally, Smyrna Academy of Excellence will offer an embedded foreign language program to prepare students for the competitive, global and bicultural nature of college and the business marketplace.

To ensure that our students have the full advantage of a technologically "wired" building, we are working with Windstream to provide not only the application hosting for our ICE program but also as our onsite technology vendor. Through their systems design, we will have a campus-wide Wifi and a secure VPN for remote login to resources. Our teachers, students, parents and administrators will all be linked on-campus and off.

SEAP Goal #3: To create a sustainable professional development center to share ICE knowledge, resources and strategies with educators in Georgia and across the country.

Creating a strong curricular model and an innovative school culture is not enough to ensure student success across a broad. Our third goal works directly with our other two initiatives to complete the cycle. The professional development program will be designed as an integral part of the ICE. Materials which are developed to help the students will also have features that link them to the ongoing teacher training component. With these first steps taken during the development phase, we turn to our partner organizations to integrate the best of what they have to offer.

In conjunction with Georgia State University, we will begin a Teacher Residency Program offering ongoing professional development and training through Cross Career Learning Communities (CCLC). SEAP members will attend and implement this training as part of the formation of the team. CCLCs are composed of a purposeful mix of university and charter school faculty members as well as novice and experienced educators, thus creating a seamless transition from prospective to practicing and providing support to beginning teachers through their first critical years. SEAP will utilize integrated technology to train these teachers both remotely and on the charter school property.

Georgia Tech will assist by first implementing a “train the trainer” initiative. Through this program our teachers will learn how to effectively utilize ICE to develop exciting and relevant instruction, understand the integrated relationship between ICE, Common Core Standards and the assessment components as they tie into the learning styles of students and the creation of Individual Learning & Graduation Plans. Through this undertaking we will engage the teaching and administrative faculty in the training program, enabling them to successfully convey these techniques to teachers throughout Georgia and across the nation. Additionally, they will assist in the creation of STEM specific programming for students during non-academic breaks throughout our year round calendar, as well as teaching our teachers the most effective way of delivery.

Throughout the academic year, administrative leaders, teacher leaders and leaders in training from may enroll in leadership programs offered by the Department of Educational Leadership at Kennesaw State University. The Department will assist SAE in preparing and developing educational leaders to direct school improvement toward higher levels of student learning and achievement. At the conclusion of the program, participants will possess the knowledge, skills, and dispositions necessary to lead our school to higher levels of achievement for all students. In addition, SAE may contract with individual faculty members to perform staff development and other services in support of the Department’s and SAE’s missions.

The National Coalition for Exemplary Schools will be a key partner in the development of effective tools for our workshops. Their Impactful School Transformation Process will serve as a highly

relevant model to the implementation of ICE into adopting schools. Sampling pre-workshop expectations with post-workshop growth of participants, NCES will compile this information along with the student achievement data from participating schools to help verify the effectiveness of these trainings.

The Smyrna Academy of Excellence Campus will serve as the physical center for the training sessions. The space requirements for meeting the needs of the Professional Development Center will be integrated into the overall campus and building design. Utilizing the technology existing throughout the building, the PD Center will be able to tap into the video feeds for any classroom. This will enable us to show the classrooms in action without distracting the students or faculty. Our archive of this video data, will allow the PD Center to access true examples for their workshops. By digitally bringing the live classroom experience to the training session we also create the logistical tools to work with teachers remotely so that they can not only attend sessions, but come back regularly to collaborate and learn without taking more time from their classroom to travel.

As the final element of our overall proposal, the Professional Development Center serves as the keystone to the replication of our model. By expanding the number of schools and classrooms utilizing the ICE system, the program is enhanced through the designed and integrated collaboration elements. As areas of need are identified, materials are created, workshops developed and through implementation more information is shared.

Completed Scope of Work outlining a clear project design:

Race to the Top Innovation Fund Scope of Work				
Name of Partnership: Smyrna Educational Alliance Partnership (SAEP)				
Goal 1: To develop a fully integrated K-12 Common Core Standards and STEM curricular framework (SEA, Inc. Interactive Curriculum Experience - ICE)				
Activity	Implementation Steps	Timeline	Responsibility	Funding Source
1. Develop curricular development team	A. identify and recruit individuals required for effective academic development team B. have all cohort members attend the GSU Cross Career Learning Community Facilitators workshop C. work with telecom & IT providers (Windstream, Cisco and/or SAS) to identify appropriate application and data hosting need	Completed October 2013 Y1 Y1	SAE GSU SEAP	N/A RT3 & GSU RT3
2. Develop curricular framework	A. identify and acquire staff use technology B. design curricular web structure using CCGPS & STEM criteria including process for completing the implementation process.	Y1 Y1	SAE SEAP	RT3 RT3
3. Develop complete curricular materials	A. engage ICE development staff in daily work of program development B. conduct weekly work sessions with full cohort to coordinate curricular material initial and ongoing development C. bi-monthly work session with curricular review partners to assess quality of program design and effectiveness using student and classroom data D. establish revised work schedule based on SAE Charter School open. Team members transition into classroom duties with support to allow for project time in their weekly work schedule.	Y1 - Y2.5 Y1 - Y3 Y2 - Y3 Y2.5 - Y3 and thereafter	SEAP SEAP SEAP SAE	RT3 RT3 RT3 RT3 & SAE operating budget
4. Create student study group	A. utilizing the prototype classroom and/or additional space create an academic summer program for students	Summer 2012	SAE	RT3 & funded by "summer program fees" paid by participants
5. Begin using ICE in the Smyrna Academy of Excellence	A. begin implementation phase	July 2013	SAE	SAE operating budget
6. Open ICE fully to other schools	A. begin sharing of resources and open marketing channels	January 2014 and thereafter	SAE	RT3 & SEA, Inc. operating budget
Goal 2: To produce career and college ready students in the southern portion of Cobb County through the creation of the Smyrna Academy of Excellence - a K-12 STEM charter school				
Activity	Implementation Steps	Timeline	Responsibility	Funding Source
1. Create and engage board	A. identify areas/positions of need B. recruit board members C. assign roles and areas of responsibilities D. schedule and implement board meetings E. develop capacity building plan and body (development team) to support board members F. identify and implement project management tool to document and monitor work of board	Completed, May 2011 Completed, September 2011 Completed, September 2011 Completed, September 2011 Completed, October 2011 Completed October 2011 and ongoing	SAE Board Chairman SAE Board Chairman and other board members SAE Board Chairman SAE Board Chairman SAE Board Chairman SAE Board Chairman	N/A N/A N/A N/A N/A SAE board members and donations
2. Market school	A. design and articulate unique components of school B. develop marketing materials (fliers, q and a, calling cards, banners, website) C. schedule and conduct subdivision meetings D. schedule and conduct community meetings E. gather letters of support from businesses, parents and community members	Completed August, 2011 Ongoing and to be completed by December 2011 Ongoing and to be completed by December 2011 Ongoing and to be completed by April 2012 Ongoing and to be completed by April 2012	SAE Board SAE Board SAE Board SAE Board SAE Board	N/A SAE board members and donations N/A N/A N/A

3. Create partnerships	F. design and "go live" with website	Completed August 2011	SAE Board	SAE board members and donations
	A. identify and recruit higher ed partners	Completed October 2011	SAE Board	N/A
4. Complete charter petition	B. identify and recruit invested business partners	To be completed December 2011	SAE Board	N/A
	A. develop timeline for submission of drafts and final completion	December 2011	SAE Board Grant Team	N/A
	B. designate sections to appropriate board member and respective development teams	December 2011	SAE Board Grant Team	N/A
	C. identify and recruit reviewers	December 2011	SAE Board	N/A
	D. schedule and implement review process	April 1, 2012	SAE Board	N/A
5. Develop school property	E. submit final charter petition to Cobb BOE	May 2012	SAE Board	N/A
	A. identify & acquire land and/or building space	May 2012	SAE Board, McKay Kinchin, Rosser International & Renova Partners	SAE Board, McKay Kinchin and investment entities
	B. acquire zoning, building and other permits	June 2012	SAE Board and Renova Partners	SAE Board and McKay Kinchin and investment entities
			SAE Board, McKay Kinchin, Rosser International & Renova Partners	
	C. build, furnish & prepare for school opening	July 2012-July 2013	SAE Board, McKay Kinchin and investment entities	

Goal 3: To create a sustainable professional development center to share knowledge and resources with educators in Georgia and across the country - SEA, Inc. Professional Development Center for ICB

Activity	Implementation Steps	Timeline	Responsibility	Funding Source
1. Design professional development framework	A. Identify workshop and training initiatives critical for next steps implementations at remote schools	Y1	SEA, Inc., GSU, Southern Poly	RT3
2. Develop teaching modules	A. Conduct weekly meetings to ensure focus on PD by curriculum development team & workshop development team.	Y1 - Y3 and thereafter Y1 and thereafter as required to stay current with software updates	SEA, Inc.	RT3 & SAE Operating Budget
3. Design the physical space for trainings to occur	A. Integrate technology system to support remote & self-paced workshops		SEA, Inc., GA Tech, KSU	RT3 & SAE Operating Budget
4. Develop marketing strategies	A. work with school design team to create effective space for trainings to occur and be appropriately supported.	Y1	SAE, Inc., GA Tech, KSU & Rosser Intl.	RT3
	A. create web presence which behaves as a portal to the training segments	Jan 2013	SEA, Inc.	SAE Operating Budget
	B. introduce the program through published articles regarding the data collected on the student work	Y3	Ga Tech & AJC	RT3
	C. present papers at state & national level conventions	Y3 and ongoing	All Partners	RT3 & Partner Budgets related to support scholarly presentations
5. Develop the workshop schedule for onsite and remote learning modules	A. incorporate the GSU Cross Career Learning Community program as a key element of workshop programming	Y1	SEA, Inc., GSU & KSU	RT3
	B. identify the "culture specific" areas - working to create the best application in various school settings	Y1	SEA, Inc., GSU	RT3
	C. finalize schedule & materials	Nov 2012	SEA, Inc., GSU & KSU	RT3
6. Invite initial cohort of teachers to participate in first workshop	A. select teachers representing a cross section of applicable school environments	Dec 2012	SEAP Project Director	N/A
	B. conduct workshop	Y2	SEA, Inc.	RT3
	C. follow up with participants at wk 1, wk 6 & wk 18 with workshop effectiveness survey	Y2	SEA, Inc.	RT3 & SAE Operating Budget
7. Implement ongoing program of workshop review & improvement	A. conduct post workshop meetings to review: participant survey, presenter review, remote school implementation data (rate & effectiveness)	Y2 - Y3 and thereafter	SEA, Inc. and KSU	RT3 & SAE Operating Budget
	B. recommend changes to workshop based on review	Y2 - Y3 and thereafter	SEA, Inc. and KSU	RT3 & SAE Operating Budget
	C. implement improvement plan	Y2 - Y3 and thereafter	SEA, Inc.	RT3 & SAE Operating Budget

SECTION 4: Quality of Project Evaluation

The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, include rigorous student progress goals, and permit periodic assessment of progress: A full range of evaluative methods will be used throughout the course of this project. SAEP will have a dedicated staff member whose primary assignment will be to collect, review and interpret data throughout the creation & implementation phases of this project.

With our timeline of development and implementation, we will be on track for our students to take the Year 3 Common Assessment. This benchmark for the CCGPS will also serve as an additional data point for our systems.

Determining the desired outcomes/goals and using the backward mapping process will also assist in the analysis of data. “Are our students where we need them to be to achieve the goals set forth?”, is the question that must be asked of the review process consistently. If we want children to be fluent in Spanish once they graduate, we need to first identify precisely what fluency means within our context. The data collection process utilizing the Learning Analytics will allow us to continually assess in tangible terms in relation to the standards that are set at the beginning of our project.

The extent to which the evaluation will provide sufficient information about the key elements and approach of the project so as to facilitate replication: The inclusivity of the ICE system is a primary factor in its replication success. Multiple levels of differentiation and mapped pathways will allow teachers to successfully incorporate Common Core and STEM with students at all levels of learning. The ongoing student evaluation, through the Learning Analytics will continually give teachers the substantive evaluative data. The compilation of this student data in the hands of school level administrators

The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively: By embedding the evaluation system as a regular practice throughout our processes, we are ensuring an ongoing supported system of evaluation. Many of the data points that are important to the analysis of our programming are also components of our day to day school operations and will require no extra funding to acquire them.

Completed Project Evaluation Table outlining a clear evaluation plan:

GEORGIA BENEFITS FROM A MEASUREABLY STRONGER COMMITMENT FROM PUBLIC AND PRIVATE SECTORS TO SUPPORT AND ADVANCE POSITIVE ACADEMIC OUTCOMES FOR STUDENTS		
Indicator(s)	Data Collection Methods	Frequency of Data Collection/Review
Dollar amount raised or leveraged to support ongoing implementation of proposed initiative	Various SAE marketing and fundraising activities	Review monthly during each board meeting and/or after completion of each event
GEORGIA BENEFITS FROM AN INCREASED NUMBER AND PERCENTAGE OF STUDENTS AND TEACHERS WHO WILL HAVE ACCESS TO INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES RELATED TO APPLIED LEARNING AND TEACHER/LEADER RECRUITMENT AND DEVELOPMENT		
Indicator(s)	Data Collection Methods	Frequency of Data Collection/Review
Number of people served each year by the proposed initiative	*Number of SAE students *Number of SAE teachers *Number of SAE teachers participating in Professional Development Center for ICE *Number of non SAE teachers using ICE *Number of non SAE teachers participating in Professional Development Center for ICE *Number of parent volunteers *Number of university student teachers	Data gathered annually at the beginning and end of each academic year
GEORGIA BENEFITS FROM A STRONGER UNDERSTANDING OF THE TYPES OF INNOVATIVE PROGRAMS, STRATEGIES, AND PRACTICES THAT WILL LEAD TO POSITIVE IMPROVEMENTS IN APPLIED LEARNING, TEACHER		
Indicator(s)	Data Collection Methods	Frequency of Data Collection/Review
Number and percentage of teachers and/or school leaders that earned specified TEM or LEM score	To be determined when State of Georgia establishes TEM and LEM measures and process	To be determined when State of Georgia establishes TEM and LEM measures and process
Number and percentage of new GA charter schools modeled after SAE and include, k-12, STEM and unique components	*DOE database of charter schools *Number of potential charter school leaders participating in Professional Development Center for ICE	Annually
Number and percentage of teachers participating in Professional Development Center for ICE	Registration and participation tracking documents and instruments	Annually
GEORGIA BENEFITS FROM IMPROVED STUDENT OUTCOMES		
Indicator(s)	Data Collection Methods	Frequency of Data Collection/Review
Number and percentage of SAE students who get into college	College attendance records	Annually
Number and percentage of SAE students who are at or above proficiency on CRCT	CRCT reports	Annually
Number and percentage of SAE students who graduate	SAE graduation records	Annually
SAE student attendance rates	SAE attendance records	Biannually

SECTION 5: Quality of Project Management Plan

The partnership's capacity to achieve the objectives of the proposed project on time and within budget: Collaboration is an essential ingredient and we intend to adhere to the three phases that are required for success – initiation/formation, design/management, and operations/evaluation. With this system of checks and balances in place along with regularly scheduled meetings to promote further communication, our groundwork has been laid. Each of our partners has extensive experience in their respective areas and many of them are partnered with other Race to the Top grant recipients. A true partnership requires an investment to be made from each side, so SEAP will be dedicating the personnel, time and resources to accomplish this. Each partner will employ at least one faculty member to work with SEA, Inc. to ensure that goals and timelines are followed and that all of our proposed objectives are continually being met on both sides. The Project Director will oversee and manage all aspects of the project and report back to the Board of Directors.

Qualifications, relevant training and experience of project director and key personnel, especially in managing large, complex and rapidly growing projects: Janet Rau will serve as the Project Director for the Smyrna Educational Alliance, Inc. Her ability to get diverse groups to work together has been well illustrated. An educational visionary, Ms. Rau has always worked to understand the nuances of educational needs within the community while keeping abreast of the changing landscape of educational research as it applies to student achievement. Under her founding leadership, Ecce Liberi, Inc. was able to open three preschools within its first two years. Recruited by the Episcopal Diocese of Atlanta, she became the founding Head of School for St. Benedict's Episcopal Day School and was appointed as a founding member of the Vestry of St. Benedict's Episcopal Church. Both Church and School now flourish as self-supporting entities.

Jimmy Arispe will prove an invaluable asset as a consultant for SEA, Inc. Due in part to his empowering and dynamic leadership style and ability to raise academic achievement through an unmatched level of expectations and innovation, he quickly rose through the ranks an educational leader from his beginnings as an elementary school teacher. He currently serves as a superintendent in Cherokee, North Carolina, previously served as an assistant superintendent in an Arizona school district created to serve homeless children, was a principal in Georgia's most diverse middle school, wrote and received a school reform grant as a Georgia middle school assistant principal and implemented the Character Education Program for a Georgia school district while serving as its district teacher on special assignment.

Our Chief Financial Officer, Tal Volo, is presently serving as Vice President of Finance at Travelport and holds an MBA degree from Georgia State University – J. Mack Robinson College of Business. He has over 10 years of experience in the field of Finance including FP&A, Strategic Planning,

and M&A across the globe. Mr. Vokok started his career in 2001 with General Electric as a Financial Management Program Analyst and within a short span of three years he was promoted to Manager Finance of a GE Oil & Gas Service business unit. In 2004 he joined Worldspan as Manager, Corporate FP&A. In this capacity he was instrumental in the merger of Worldspan with Travelport. In the meantime he led company-wide budget processes achieving corporate financial targets with divisional management buy-in. In August 2007 he joined Travelport as Vice President Commercial Finance and occupies a seat on the Board of Directors of Interglobe Technologies an India based technology outsourcing firm. As CFO of the Smyrna Educational Alliance he will bring his extensive experience in managing fiscal and project budgets specifically in a technology driven environment and pursue best practices with regard to financial reporting and controls.

The leadership structure and clearly defined responsibilities for meeting timelines and milestones as included in project's Scope of Work:

SEAP already has its leadership structure and responsibilities defined so that once we receive the Race to the Top funds we can appoint the individuals whose strengths best fit our needs and they will begin their tasks immediately. In addition to the Scope of Work in Section 3, SEAP will utilize a project and performance management tool to monitor and ensure completion of tasks and accountability of personnel.

SECTION 6: Quality of Sustainability Plan

Extent to which eligible applicant demonstrates a plan to operate the project beyond the length of the grant: The Race for the Top funds will provide the seed money necessary to create the STEM based curriculum that will be the starting point for an interactive database available to all of Georgia's educators as well as the core curriculum for the new Smyrna Academy of Excellence K-12 Charter School. These funds will be used during the first three years of the project's design and implementation. We understand that these funds represent a small portion of the actual financial need for the whole project. Through a variety of local and state resources we will secure the land and building that will remain the site of the school and technology center.

In addition, we will be employing a multi-faceted Development and Marketing strategy using both professional and volunteer staff to create many and diverse sources of revenue and to maximize the number of students enrolled in all of our programs. Discussions are already underway with a variety of local corporations to arrange for the in-kind contribution of infrastructure, staffing, and services such as on-site technology officers, custodial services, hardware, software, and communications services. We will be seeking sponsorships through Corporate Marketing departments, grants from corporate and private foundations, and major gifts from individuals whose interests in this project align well with ours.

Development efforts will include the possible creation of an annual fund, an alumni program, special events, and planned giving strategies. All these efforts, combined with a thorough communications and public relations plan, will be used to secure the financial stability of our operational and capital budgets while keeping all stakeholders abreast of our success.

We understand that our school and interactive database will remain only as strong as our staff, administrators, and volunteers. To that end, we will recruit, train, and retain only the highest caliber paid staff members and quality, committed, and invested volunteers from classroom parents and mentors through the members of the school's Board of Directors. Constant monitoring and evaluation of all aspects of our operations will ensure that we are meeting the needs of all our students and team members using best practices and up-to-date communications strategies.

Demonstration of broad support from stakeholders critical to the project's long-term success:

The Smyrna Educational Alliance has enjoyed a tremendous amount of support for each of the three goals outlined in our proposal. From the more than 5,000 hours of Volunteer time since May of this year provided by the 58 members of our Community Development team and volunteer School Board to the 254 letters of support from local residents, businesses, non-profits and government agencies. We continue to be energized by the enthusiastic support we receive. Please refer to [Appendix](#) for copies of these documents.

Budget

GOVERNOR'S OFFICE OF PLANNING AND BUDGET				
RACE TO THE TOP INNOVATION FUND BUDGET FORM				
Name of Partnership: Smyrna Educational Alliance, Inc. Partnership (SEAP)		Applicants requesting Venture grants should complete the column under "Project Year 1." Applicants requesting funding for Enterprise grants should complete all applicable columns. Please read all instructions before completing form.		
SECTION A - BUDGET SUMMARY				
INNOVATION FUND COSTS				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel	577,500	420,000	140,000	1,137,500
2. Fringe Benefits	150,728	109,620	36,540	296,888
3. Travel	8,250	6,000	3,000	17,250
4. Equipment	71,429	28,571	-	100,000
5. Supplies	-	-	-	-
6. Contractual	227,000	227,000	185,000	639,000
7. Construction	-	-	-	-
8. Other	100,000	-	-	100,000
9. Total Direct Costs (lines 1-8)	1,134,906	791,191	364,540	2,290,638
10. Indirect Costs*	113,491	79,119	36,454	229,064
11. Training Stipends	17,325	12,600	4,200	34,125
12. Total Costs (lines 9-11)	1,265,722	882,911	405,194	2,553,826
SECTION B - BUDGET SUMMARY				
NON-INNOVATION FUND COSTS				
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Total (d)
1. Personnel (IN KIND)	2,808,060	1,667,580	-	4,475,640
2. Fringe Benefits	-	-	-	-
3. Travel	3,000	2,100	-	5,100
4. Equipment	-	-	-	-
5. Supplies	-	3,000	-	3,000
6. Contractual	3,000	-	-	3,000
7. Construction	-	-	-	-
8. Other	1,670	1,670	-	3,340
9. Total Direct Costs (lines 1-8)	2,815,730	1,674,350	-	4,490,080
10. Indirect Costs*	281,573	167,435	-	449,008
11. Training Stipends	3,000	3,000	-	6,000

12. Total Costs (lines 9-11)	3,100,303	1,844,785	-	4,945,088
SECTION C – BUDGET NARRATIVE (see instructions)				

Budget Narrative

The \$2.55 million of grant funding will seed the development of a technology based fully-integrated k-12 Common Core Standards and STEM curricular framework (Interactive Curriculum Framework (ICE)). This application will be developed over the course of 3 years and will be licensed to other schools in Georgia including but not limited to the Smyrna Academy of Excellence. In addition to the cash expenses covered by the grant, a large and organized team of volunteers has already committed to planning and launching this initiative.

After the initial 18 month development period, we expect to introduce I.C.E. to Smyrna Academy of Excellence (our k-12 STEM charter school). At this point, many personnel and other costs will shift from being funded through the Innovation Grant to being funded through the operational budget of the school.

Once I.C.E. is developed, it will also be ready for outside licensing and distribution. As usage of the framework increases and results are gathered, we will become a central resource for STEM based curriculum development techniques and best practices that will be available to educators who are focused on integrating those techniques into their own schools.

One of the innovative aspects of this business model is the symbiotic relationship between the curriculum development and the launch of the STEM charter school. The innovation grant will launch the development of both initiatives offering SEA the opportunity to realize efficiencies in time and cost by pursuing curriculum development and the charter school launch simultaneously.

Explanation of Direct Costs:

- *Personnel costs:* These personnel costs are direct expenses associated with curriculum development. We have budgeted \$577,500 in 2012 (FTEs start in Feb 2012), \$420,000 in 2013 and \$140,000 in 2014. The underlying assumption is that we will have 10 FTEs at an annual salary of \$70,000 including Elementary, Middle School, High School, Special Education and Foreign Language educators as well as an Instructional Technology Specialist and Project Director. Many of these resources will transition to administrative/teaching faculty in July 2013, when Smyrna Academy of Excellence opens. These 8 FTEs will then be funded either through the charter school budget or from revenue generated from licensing ICE. The remaining 2 FTEs will be funded with grants in 2014. After 2014, all expenses associated with this program will be funded via other sources (e.g., revenue generated by licensing materials to other schools).

- *Fringe benefits:* We have budgeted 26.1% of personnel costs to cover all Fringe benefits including Health & Welfare, Retirement, and Taxes.
- *Travel:* Travel expenses include the cost for employees to go to conferences as well as site visits for best practices benchmarking. These expenses are estimated at \$750 per month in 2012, starting in Feb 2012, for a total of \$8,250 in 2012. This declines to \$6,000 in 2013 and \$3,000 in 2014 as personnel transfer to charter school operations.
- *Equipment:* We have allocated a total of \$100,000 over two years (\$71,000 in 2012 and \$29,000 in 2013) to cover the equipment and furniture required for the prototype classroom. The equipment costs include hardware, software, networking and communications related technologies. To ensure we control costs and maximize value, we plan to initiate a rigorous RFP process.
- *Software development (Other):* The \$100,000 expense covers the development of the user interface for I.C.E.
- *Contractual Expenses:* The amount budgeted in this category funds our partnership and other operating expenses. The other operating expense covers rental for the office space and prototype classroom, internet, phone, insurance and other monthly services. Our assumptions here are based on quotes received from different vendors and partnering organizations. The amounts requested for this are \$227,000 in 2012, \$227,000 in 2013 and \$185,000 in 2014. Please see the table below for the \$185,000 that has been allocated to fund partnership agreements/commitments. We estimate the rent for the office space to be \$3,000 per month, Internet/phone/utilities to be \$750 per month for the first 18 months and then reduced to \$150 per month as the charter school opens.

<u>Partner</u>	<u>Projected expense per year</u>
Georgia Tech	\$70,000
Georgia State	\$15,000
Kennesaw State	\$50,000
Southern Polytechnic	\$10,000
Chattahoochee Tech	\$5,000
National Coalition for Exemplary Schools	\$35,000
Total Partnership Expense	\$185,000

- *Indirect costs* are estimated to be a total of \$104,000 in 2012, ~\$79,000 in 2013 and ~\$36,000 in 2014. Indirect costs assumed to be at 10% of allowable direct expenses.

- Training stipends, which represents funds for training of founding board/key management personnel and teaching professionals, is estimated at ~\$17,000 in 2012, \$12,600 in 2013 and \$4,200 in 2014. Training stipends decrease as staff transfer over to the Charter school post opening in July 2013.
- The total costs described above and detailed in our budget represent the actual expenses for which we have budgeted. Given the significant need for an academically rigorous, high performing public school in the southern portion of Cobb County, we have assembled a team of over 53 volunteers who have thus far donated over 6,000 hours to date or 1,750 hours per month. These volunteer hours equate to an in-kind donation of \$87,355 per month, assuming an average hourly rate of \$50. We expect this highly engaged and energized volunteer group to grow and continue their contribution of time at a rate of over 50,000 hours per year (or \$2.8M) over the next 1-3 years.

In addition, we will continue to seek additional monies or in kind donations through community fundraising, corporate sponsorship, and private grants. The combination of RT3 funds, the tremendous team of volunteers and other fundraising sources being pursued will allow this project to remain fully sustainable and able to adapt to changes in scope, cost overruns, or other unforeseen financial impacts.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Governor's Office of Planning and Budget (OPB) and Smyrna Educational Alliance, Inc. (Partners). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of approved Innovation Fund projects. **Any partner named in the aforementioned project will only be considered a member of the partnership if they appear on this Memorandum of Understanding with the State**

I. SCOPE OF WORK

Exhibit 1, the Preliminary Scope of Work, indicates the work that the Partnership is agreeing to implement.

II. PROJECT ADMINISTRATION

A. PARTNERSHIP RESPONSIBILITIES

The Partnership agrees to:

1. Implement the plan as identified in Exhibit I of this agreement;
2. Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by OPB, the Georgia Department of Education, the Governor's Office of Student Achievement and the US Department of Education;
3. Post to any website specified by the State in a timely manner, all non-proprietary products and lessons learned using funds associated with the Innovation Fund;
4. Participate, as requested, in any evaluations of this grant conducted by the State or agency conducting business on behalf of the State;
5. Be responsive to State requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
6. Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Innovation Fund grant period, and (d) other matters related to the Innovation Fund grant and associated plans.

B. STATE RESPONSIBILITIES

The State agrees to:

1. Timely distribute the Partnership's grant during the course of the project period;
2. Provide feedback on the Partnership's status updates, annual reports, any interim reports, and projects plans and products; and
3. Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1. OPB and the Partnership will each appoint a key contact person for the Innovation Fund grant.
2. These key contacts from OPB and the Partnership will maintain frequent communication to facilitate cooperation under this MOU.
3. State and Partnership grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
4. State and Partnership grant personnel will negotiate in good faith to continue to achieve the overall goals of the Innovation Fund.

D. STATE RECOURSE FOR PARTNERSHIP NON-PERFORMANCE

If OPB determines that the Partnership is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, OPB will take appropriate enforcement action, which could include a collaborative process between OPB and the Partnership, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Partnership on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Partnership hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Agrees to implement the work indicated in Exhibit I, if funded;
- 3) Will comply with all terms of the grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top program and the applicable provisions of EDGAR (34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS


This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

Partnership Executive Official – required:

 10-31-11

Signature/Date

Jimmy G. Arispe, Board Chairman, Smyrna Educational Alliance, Inc.

Print Name/Title

Partnership Member

Partnership Member – required:



Signature/Date

Georgia Tech Research Corporation (Please see attached Addendum to MOU)




Print Name/Title

ADDENDUM TO MOU REQUIRED FOR THE GEORGIA TECH RESEARCH CORPORATION

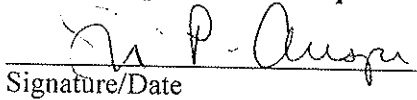
- It is understood and agreed that the term "partnership" as used in this RFP is considered to mean a collaborative relationship amongst the parties as opposed to a "legal partnership" as defined by law. All parties are and shall remain separate entities and nothing in the Memorandum of Understanding or Exhibit 1 shall be construed to create a joint venture or partnership. No party shall act as the agent for another except for the purpose of submitting the proposal. If an award is made, written definitive agreements among the parties shall govern their future relationship.
- Each party will bear all costs of preparation and publication of the final proposal to be submitted.
- Each party agrees that it will be responsible for its own acts and the results thereof and shall not be responsible for the acts of the other party and the results thereof. Each party will assume all risks and liability to itself, its agents, or employees for any injury to persons or property resulting solely from the conduct of its own operations or the operations of its agents or employees under this agreement and for any loss, costs, damages or expenses due to any acts, negligence or the failure to exercise proper precautions, solely by itself or its agents or employees.

Partnership Member – required:

 10/31/11
Signature/Date

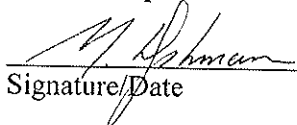
Ruston M. Hunt COO SPARC
Print Name/Title

Partnership Member – required:

 10/31/11
Signature/Date

Sheri P. Arispe President NCES
Print Name/Title

Partnership Member – required:

 10/31/11
Signature/Date

MIKE DOLIMAN, ASSOCIATE PROFESSOR & INTERIM CHAIR, EOL
Print Name/Title

Partnership Member – required:

Gwen Benson 11/1/11
Signature/Date

Gwen Benson, Associate Dean, COE, GSU
Print Name/Title

Partnership Member – required:

Signature/Date

Print Name/Title

Partnership Member – required:

Signature/Date

Print Name/Title

Governor's Office of Planning and Budget – required:

Signature/Date

Print Name/Title

RENOVA

September 26, 2011

Ms. Lauren Wright
Innovation Fund
Governor's Office and Planning and Budget
270 Washington Street, SW, 8th Floor
Atlanta, GA 30334

Ms. Wright:

As the Vice President for the Renova Partners, I am excited to have the opportunity to partner with the Smyrna Educational Alliance in their creation of the Smyrna Academy of Excellence (SAE) and Innovative Curriculum Experience. I provide this as a Memorandum of Understanding (MOU) to demonstrate our commitment to their project. We believe in and support the **SAE's mission to be the most exceptionally safe, innovative and rigorous school in Georgia**. I admire the passion of the leadership of the school and their commitment to create a school unlike any other in the state of Georgia and perhaps the Nation..

Our commitment to the school will involve various areas, but most importantly we will serve as a partner for the school in its development of the property which will house the physical plant of the school. We will also provide ongoing support, and will be included in its application for Georgia's Race to the Top Innovation Fund, as well as other future grant opportunities.

More specifically, we will work with the Smyrna Educational Alliance on the following:

- Serve as Master Developer for the school Property
- Assist in procuring short term office space for ICE development team
- Be a Real World Pathways partner for the school, allowing students to interview the individual members of Renova Partners and having members of our partnership serve as mentors for the students of the Smyrna Academy of Excellence.

We are excited about the future and the opportunity to work with the Smyrna Academy of Excellence, its teachers and students. This school will certainly serve as a national model school for what is possible in public education.

Please don't hesitate to contact me if you have any questions concerning this MOU.

Sincerely,



Pierre DeBuys

ROSSER

Architecture
Engineering
Program Management

October 31, 2011

Ms. Lauren Wright
Innovation Fund
Governor's Office and Planning and Budget
270 Washington Street, SW, 8th Floor
Atlanta, GA 30334

Ms. Wright:

As a Principal of Rosser International, Inc. a full service architecture and engineering firm headquartered in Atlanta since its founding 65 years ago, I am excited to have the opportunity to partner with the Smyrna Educational Alliance (SAE) and provide this as a Memorandum of Understanding (MOU). We believe in and support the **SAE's mission to be the most exceptionally safe, innovative and rigorous school in Georgia.** I admire the passion of the leadership of the school and their commitment to create a school unlike any other in Cobb County.

Our commitment to the success of the Smyrna Educational Alliance, will involve multiple areas, but most importantly we will serve as a partner for the organization in the design of its buildings and campus, and will be included in its application for Georgia's Race to the Top Innovation Fund, as well as other future grant opportunities.

In addition to our professional work, we look forward to participating in SAE's "Real World Pathways" program. This program will help students engage with professionals within STEM fields in an effort to show them the path to their own successes.

We are excited about the future and the opportunity to work with the Smyrna Educational Alliance and its school Smyrna Academy of Excellence, its teachers and students. This school will certainly serve as a national model school for what is possible in public education.

Please don't hesitate to contact me if you have any questions concerning this MOU.

Sincerely,



Mr. John Wyle, AIA
Vice President

October 31, 2011

Ms. Lauren Wright
Innovation Fund
Governors Office of Planning and Budget
270 Washington Street, SW, 8th Floor
Atlanta, Ga 30334

Ms. Wright:

As the Director of Teacher Education at Southern Polytechnic State University, I am excited to have the opportunity to partner with the Smyrna Academy of Excellence (SAE) and provide this as a Memorandum of Understanding (MOU). We believe in and support the school's mission to be the most exceptionally safe, innovative and rigorous school in Georgia. I am a former colleague of the school's founder, Jimmy Arispe, and appreciate his enthusiasm and vision for the development of a STEM driven k-12 school in a the southern portion of Cobb County.

Our commitment to the school will involve various areas, but most importantly we will serve as a partner for the school in its development, provide ongoing support, and will be included in its application for Georgia's Race to the Top Innovation Fund grant opportunities.

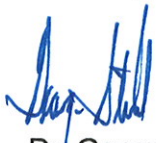
More specifically, we will work with the school to implement the following:

- On-site classroom experience for starting SPSU teachers
- Assisting with development of k-12 STEM curriculum
- Annual campus visits

We are excited about the future and the opportunity to work with the Smyrna Academy of Excellence, its teachers and students. This school will certainly serve as a national model school for what is possible in public education.

Please don't hesitate to contact me if you have any questions concerning this MOU.

Sincerely,



Dr. George Stickel
Director, Teacher Education
Southern Polytechnic State University



October 31, 2011

Ms. Lauren Wright
Innovation Fund
Governor's Office and Planning and Budget
270 Washington Street, SW, 8th Floor
Atlanta, GA 30334

Dear Ms. Wright,

On behalf of the Lockheed Martin Aeronautics Company's Marietta operations, I want you to know that we look forward to a strong and vibrant relationship with the Smyrna Academy of Excellence (SAE). We admire the passion of the SAE leadership and their commitment to create a school unlike any other in Cobb County.

Our association with the school potentially will involve various areas and activities, but most importantly, we will focus on STEM-related programs, potentially including, but not limited to some of the following:

- Including the SAE in the Lockheed Martin "Engineers in the Classroom" program
- Reviewing the SAE's curriculum and academic programs
- Conducting field trips for SAE students to the Lockheed Martin Aeronautics facilities in Marietta
- Consider implementing the "LM SMART" after-school program on the SAE campus
- Encouraging SAE students' participation in various company-sponsored or -hosted camps, competitions, studies or other activities

We are excited about the future and the opportunity to work with the Smyrna Academy of Excellence, its students, teachers and administrators. This school could certainly serve as a national model school for what is possible in public education, especially in the areas of science, technology, engineering and mathematics.

Please don't hesitate to contact me if you have any questions concerning Lockheed Martin's potential involvement with the Smyrna Academy of Excellence.

Sincerely,

Johnny Whitaker
Director of Communications
Lockheed Martin Aeronautics Co.
Marietta, Georgia



October 31, 2011

Ms. Lauren Wright
Innovation Fund
Governor's Office and Planning and Budget
270 Washington Street, SW, 8th Floor
Atlanta, GA 30334

Ms. Wright:

As the President of the Cobb County Chamber of Commerce, I am excited to have the opportunity to partner with the Smyrna Educational Alliance in their creation of the Smyrna Academy of Excellence (SAE) and Innovative Curriculum Experience. I provide this as a Memorandum of Understanding (MOU) to demonstrate our commitment to their project. We believe in and support the **SAE's mission to be the most exceptionally safe, innovative and rigorous school in Georgia**. I admire the passion of the leadership of the school and their commitment to create a school unlike any other in the state of Georgia and perhaps the Nation..

Our commitment to the school will involve various areas, but most importantly we will serve as a partner for the school in its development of the property which will house the physical plant of the school. We will also provide ongoing support, and will be included in its application for Georgia's Race to the Top Innovation Fund, as well as other future grant opportunities.

More specifically, we will work with the Smyrna Educational Alliance on the following:

- Assisting through our Economic Development Program
- Assist in procuring short term office space for ICE development team
- Be a Real World Pathways partner for the school through our Partners in Education partnership connecting businesses and having members of our partnership serve as mentors for the students of the Smyrna Academy of Excellence.

We are excited about the future and the opportunity to work with the Smyrna Academy of Excellence, its teachers and students. This school will certainly serve as a national model school for what is possible in public education.

Please don't hesitate to contact me if you have any questions concerning this MOU.

Sincerely,

David Connell
President & CEO

Be Here. Achieve More.



CITY OF SMYRNA

3180 Atlanta Road, Georgia 30080 / (770) 319-5387

October 31, 2011

Lauren Wright
Innovation Fund
Governor's Office of Planning and Budget
270 Washington Street, SW, 8th Floor
Atlanta, GA 30334

Re: 48-acre site at the corner of Old Concord and Windy Hill Roads in Smyrna, Georgia

Dear Ms. Wright:

City staff has met with representatives of the Smyrna Academy of Excellence to discuss the possibility of a school use on a City-owned 48-acre site at the corner of Old Concord and Windy Hill Roads in Smyrna, Georgia. Staff has reviewed several draft development proposals that include a school, commercial, institutional and residential uses at that location. Staff believes these various proposals are consistent with the types of land uses that the City would consider for this property.

Please note the property is not under contract for purchase at this time. In addition, this letter does not constitute a contract for the sale of the property or an approval of a particular development plan. Any future owner of the property would still be required to submit a formal application for zoning of the property.

Sincerely,

Ken Suddreth
Director, Community Development

			MAYOR				
			A. MAX BACON				
CITY COUNCIL	WARD 1	WARD 2	WARD 3	WARD 4	WARD 5	WARD 6	WARD 7
MELLENY PRITCHETT	RON NEWCOMB	TERI ANULEWICZ	MIKE McNABB	JIMMY SMITH	WADE LLENICKA	CHARLES "PETE" WOOD	
	CITY ADMINISTRATOR	CITY CLERK	CITY ATTORNEY	MUNICIPAL COURT JUDGE			
	ERIC TAYLOR	SUSAN D. HIOTT, M.M.C	SCOTT A. COCHRAN	E. ALTON CURTIS, JR.			

ASSURANCES

The Applicant hereby assures and certifies compliance with all federal statutes, regulations, policies, guidelines and requirements, including OMB Circulars No. A-21, A-87, A-110, A-122, A-133; E.O. 12372 and Uniform Administrative Requirements for Grants and Cooperative Agreements 28 CFR, Part 66, Common rule, that govern the application, acceptance and use of federal funds for this federally-assisted project.

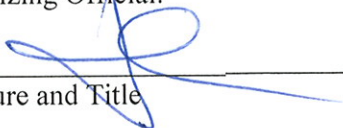
Also the Applicant assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information
2. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal and federally - assisted programs.
3. It will comply with provisions of federal law which limit certain political activities of employees of a State or local unit of government whose principal employment is in connection with an activity financed in whole or in part by federal grants. (5 USC 1501, et seq.)
4. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act if applicable.
5. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
6. It will give the sponsoring agency or the Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the grant.
7. It will comply with all requirements imposed by the federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
8. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal Activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
9. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, Public Law 93-234, 87 Stat. 975, approved December 31, 1976, Section 102(a) requires, on and after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate, subsidy, disaster assistance loan or grant, or any other form of direct or indirect federal assistance.
10. It will assist the federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 USC 470), Executive Order 11593, and the Archeological and Historical Preservation Act of 1966 (16 USC 569 a-1 et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the federal grantor agency of the

existence of any such properties, and by (b) complying with all requirements established by the federal grantor agency to avoid or mitigate adverse effects upon such properties.

11. It will comply, and assure the compliance of all its sub-grantees and contractors, with the applicable provisions of Title I of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, the Juvenile Justice and Delinquency Prevention Act, or the Victims of Crime Act, as appropriate; the provisions of the current edition of the Office of Justice Programs Financial and Administrative Guide for Grants, M7100.1; and all other applicable federal laws, orders, circulars, or regulations.
12. It will comply with the provisions of 28 CFR applicable to grants and cooperative agreements including Part 18, Administrative Review Procedure; Part 20, Criminal Justice Information Systems; Part 22, Confidentiality of Identifiable Research and Statistical Information; Part 23, Criminal Intelligence Systems Operating Policies; Part 30, Intergovernmental Review of Department of Justice Programs and Activities; Part 42, Nondiscrimination/Equal Employment Opportunity Policies and Procedures; Part 61, Procedures for Implementing the National Environmental Policy Act; Part 63, Floodplain Management and Wetland Protection Procedures; and federal laws or regulations applicable to Federal Assistance Programs.
13. It will comply, and all its contractors will comply, with the nondiscrimination requirements of the Omnibus Crime Control and Safe Streets Act of 1968, as amended, 42 USC 3789(d), or Victims of Crime Act (as appropriate); Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; Subtitle A, Title II of the Americans with Disabilities Act (ADA) (1990); Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; Department of Justice Non-Discrimination Regulations, 28 CFR Part 42, Subparts C, D, E, and G; and Department of Justice regulations on disability discrimination, 28 CFR Part 35 and Part 39.
14. In the event a federal or state court or federal or state administrative agency makes a finding of discrimination after a due process hearing on the grounds of race, color, religion, national origin, sex, or disability against a recipient of funds, the recipient will forward a copy of the finding to the Office for Civil Rights, Office of Justice Programs.
15. It will provide an Equal Employment Opportunity Program if required to maintain one, where the application is for \$500,000 or more.
16. It will comply with the provisions of the Coastal Barrier Resources Act (P.L. 97-348) dated October 19, 1982 (16 USC 3501 et seq.) which prohibits the expenditure of most new federal funds within the units of the Coastal Barrier Resources System.
17. It will comply with all ARRA requirements. All funds must be spent with an unprecedented level of transparency and accountability. Accordingly, recipients of ARRA funds must maintain accurate, complete, and reliable documentation of all ARRA expenditures.

Authorizing Official:

 _____, Chairman of SEA Board October 31, 2011
Signature and Title Date

NON-SUPPLANTING CERTIFICATION

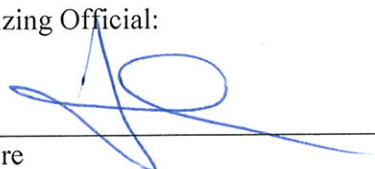
Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

CERTIFICATION:

I certify that grant funds will not be used to supplant state or local funds that would otherwise be available for implementation of this grant program.

I further certify that the program proposed in the grant application meets all the requirements of the applicable Race to the Top Innovation Fund Request for Proposal; that all the information presented is correct and that the applicant will comply with the provisions of the Governor's Office of Planning and Budget, all applicable federal and state laws, and the above mentioned certification should a grant be awarded.

Authorizing Official:



Signature

Chairman of SEA Board

Title

October 31, 2011

Date

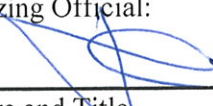
IMMIGRATION AND SECURITY FORM

A. In order to insure compliance with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act OCGA 13-10-90 et.seq., Contractor must initial one of the sections below:

Contractor has 500 or more employees and Contractor warrants that Contractor has complied with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act by registering at <https://www.vis-dhs.com/EmployerRegistration> and verifying information of all new employees; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 100-499 employees and Contractor warrants that no later than July 1, 2008, Contractor will register at <https://www.visdhs.com/EmployerRegistration> to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq. Contractor has 99 or fewer employees and Contractor warrants that no later than July 1, 2009, Contractor will register at <https://www.visdhs.com/EmployerRegistration> to verify information of all new employees in order to comply with the Immigration Reform and Control Act of 1986 (IRCA), D.L. 99-603 and the Georgia Security and Immigration Compliance Act; and by executing any affidavits required by the rules and regulations issued by the Georgia Department of Labor set forth at Rule 300-10-1-.01 et.seq.

B. Contractor warrants that Contractor has included a similar provision in all written agreements with any subcontractors engaged to perform site under this Contract.

Authorizing Official:

	Chairman of SEA Board	October 31, 2011
Signature and Title		Date

CERTIFICATION REGARDING LOBBYING (ED 80-0013)

Certification for Contracts, Grants, Loans and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
2. If any funds other Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure of Lobbying Activities,” in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a member of Congress, an officer or employee of Congress or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, “Disclosure of Lobbying Activities,” in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Authorizing Official:

 _____ Signature and Title	,Chairman of SEA Board	October 31, 2011 _____ Date
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OTHER CERTIFICATIONS

Regulations require certification to the effect that grant funds will not be used to increase state or local funds that would, in the absence of such grant aid, be made available for the purpose of this grant program.

1. Any person associated with the program that has reasonable cause to believe that a child has been or is being abused, shall be required to report or cause report to be made with regard to the abuse as provided in O.C.G.A. 19-7-5.
2. Background investigations (Georgia Crime Information Center) are required on all persons with direct contact with children and youth. It is left to the discretion of the Partnership to determine the methodology for completing these investigations.
3. Establish/enforce an Internet Security Policy when minor participants and/or staff have online access (supervised or unsupervised). This includes any technology provided by PLC funding and technology used by participants.
4. The grantee agrees to comply with Public Law 103-227, also known as the Pro-Children Act of 1994, which requires that smoking not be permitted in any portion of any indoor facility owed or leased or contracted for by the grantee and used routinely or regularly for the provision of healthy care, day care, early childhood development site, education or library site to children under the age of 18. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty up to \$1,000 for each violation and/or the imposition of an administrative compliance order on the grantee.

Authorizing Official:

Signature

Chairman of SEA Board

Title

October 31, 2011

Date

APPENDIX
Resumes

Founding Board Leadership

Jimmy Arispe

"I consider Jimmy Arispe to be one of the best leaders with whom I have had the pleasure to work." - General Joseph Redden (former Superintendent)

Superintendent
Cherokee Central Schools

2011-present
Cherokee, North Carolina

Supervising all operational, educational, personnel and financial elements of school district to include 250 employees and annual budget in excess of \$24 million

President and CEO
The National Coalition for Exemplary Schools

2006-2011
Atlanta, Georgia

*Provided transformational and leadership services to schools and districts across the U.S. impacting over 85,000 students
Supervised and Managed all operational, financial and programmatic aspects of organization*

Supervising and Managing:

- 3-10 staff members
- 50 Consultants and Contractors
- 1,000+ Volunteers

Assisting Districts and Schools in Creating/Implementing:

- Emergency and Safety Plans
- Organizational Structure
- Instructional Calendars
- Personnel and Student Procedures and Policies
- Curriculum Maps
- Transformation Processes
- Restructuring Plans
- Parent and Community Advisory Councils
- Assessment Models
- Strategic Plans
- Professional Development Plans

Implementing:

- Organization's Strategic Plan
- Research-based and Data-driven Programming and Initiatives in 11 Schools
- Community Engagement Training for 8 Communities
- Deming-based Systems and Processes in 3 Districts

Creating:

- National Student Leadership Conferences Impacting over 25,000 students in 9 states
- Transformation Middle School Model

Expertise in:

- Performance Management
- Community Building
- Conflict Resolution
- Data-Drive Decision Making
- Team Building
- Leadership Development
- Non-Traditional School Design
- Partnership Development
- Second Language Learning
- Shared-Decision Making
- Strategic Planning and Vision

Conducting:

- Professional Development Training for over 30 Schools
- Organizational and Instructional Assessments in 10 Schools
- 15+ National Educational Speeches and Presentations
- Mentor Training for 400+ Adult Mentors

Assistant Superintendent/Leadership Consultant
Maricopa County Regional School District

2005-2009
Phoenix, Arizona

Instructional Leader for urban school district serving 2,000 homeless students

Supervised and Coached:

- 12 Principals and/or Site Administrators
- 200 Teachers and Classified Support Staff
- 30 Certified District Personnel
- 2 Grant Writing and Compliance Personnel

Ensured Compliance of:

- NCLB requirements
- Title I Program/Funds
- 21st Century and Reading First Grants
- Safe and Drug Free Schools' Grant
- English Language Learner Services
- Special Education Services

Provided Oversight of:

- 1 High School
- 1 Middle School
- 3 Elementary Schools
- 7 Alternative Educational Centers

Assisted Superintendent and District Leadership with:

- Managing \$12 Million Operating Budget
- Management and Operations of District
- Recruiting, Hiring, and Training Highly Qualified Certified and Classified Personnel
- Accreditation Process
- Board and Community Relations

♦ 3095 Dunton Street SE ♦ Smyrna, Ga 30080 ♦ jimmygarispe@hotmail ♦ 678-270-8767 ♦

Jimmy Arispe

"As a teacher of 30 years, I can honestly say I have never worked for such a dynamic and innovative principal." – Carolyn Dowie, Teacher

Middle School Principal DeKalb County School District

2004-2005
Atlanta, Georgia

*Supervised and managed all operational, financial and academic components of school
Instructional leader of most diverse middle school in Georgia serving 1,200 students*

Supervised:

- 110+ Staff
- Title Programs
- Curriculum and Instruction
- After School Grant and Program
- School Improvement Grant
- Staff Development Program
- ELL Program
- Special Education Program

Managed Budgets of/for:

- Title I Funds (\$210K)
- School Improvement Funds (\$29K)
- 4-8 After School Funds (\$25K)
- Professional Development Funds (\$2K)
- Principal's Discretionary Funds (\$20K)
- Staff Development Funds (\$2K)
- Per Pupil (\$36K)

Reduced:

- Student Discipline Referrals by 50%
- Mobile Units from 6 to 0

Implemented School-Wide Improvement Initiatives:

- Restructuring
- Advisory Program
- School-wide Literacy Program
- ESOL and Gifted Endorsement Classes
- Quality Improvement Teams
- International Baccalaureate for MYP
- Comprehensive Audit Results
- Curriculum Mapping, Alignment and Calendars

Created:

- Administrative Intern Program
- Native Speaker Class Opportunities for Carnegie Credit
- Instructional Lead Teacher Position
- Advanced Placement Course Options
- Transitional Content Classes for ESOL Students
- Advanced Content Previewing Opportunities
- Performance Management Instrument

Increased PTO:

- Executive Board from 1 to 13 members
- Membership Donations from \$1K to \$8K

Assistant Principal Cobb County School District

2000-2004
Smyrna, Georgia

Assisted with supervision and management of all operational, financial and academic components of 1,400 student school

Interviewed, Hired, Supervised & Evaluated:

- 75 Teachers
- 30 Classified Staff
- 30 After School Program Staff

Facilitator of/for:

- Quest School Reform Model
- Organizational Leadership Team
- District Student Discipline Hearing Tribunal

Wrote & Awarded:

- Quest Comprehensive School Reform Grant
- Cobb Board of Health After School Grant

Managed Budgets of:

- \$450k-3yr Comprehensive Reform Grant Funds
- \$40k After School Program Grant Funds
- \$50k Tutoring Funds

Administrator in Charge of:

- Teacher and Staff Allotments
- Accreditation Process
- Instructional Budget

Created and Implemented:

- Restructuring Plans
- Advisory Program

District Teacher on Special Assignment

1999-2000

Implemented Character Education Program for 100,000+ student school district

Elementary Teacher

1994-1999

- Educational Specialist (EdS)
Major: Administration/Supervision
University of West Georgia
May, 2004

- Master of Teaching (MT)
Major: Teaching
Virginia Commonwealth University
May, 1994

- Bachelor of Science (BS)
Major: Communications
Virginia Commonwealth University
December, 1990

♦ 3095 Dunton Street SE ♦ Smyrna, Ga 30080 ♦ jimmygarispe@hotmail ♦ 678-270-8767 ♦

Janet M. Rau

3850 Cedar Cliff Court
Smyrna, GA 30080
678-488-5788
jmrauga@gmail.com

Summary

- Highly organized and effective communicator
- Proven project management skills
- Tremendous knowledge of “what parents are looking for” in education
- Technologically savvy

Education

BA History & Classical Humanities minor Archaeology
The University of South Dakota, Vermillion, SD

May 1998

Work History

Founder & Head of School, St. Benedict's Episcopal Day School

March 2008 to
June 2011

- Developed the School branding and marketing program
- Recruited teachers and support staff for preschool & elementary program
- Established a School Advisory Board to create a strong community bond
- Worked with St. Benedict's Episcopal Church to develop buildings and land for joint programming
- Served on Founding Vestry of St. Benedict's Episcopal Church
- Recruited and hired high level talent for administrative positions
- Oversaw the accrediting process of the elementary program by the GAC during the elementary programs 2nd year
- Grew the school from 14 to 230 students by its 3rd academic year.
- Oversaw the implementation of the ACS system for school management including Admissions, Student Records, Accounting and Library modules

Co -Founder & COO of Vinings Academy Preschools

February 2007 to
June 2010

- Leveraged language tutoring program into a multi-school preschool program
- Managed the business office and student enrollment system
- Oversaw the hiring , professional development and employee retention programs
- Grew program from a single location \$200K budget to a \$2.8M multi-location branded preschool concept

Co -Founder & Director of “Play With Words – Languages for Kids “

August 1998 to
February 2007

- Developed concept of foreign language tutoring clubs for preschool & elementary age children.
- Marketed program throughout the Atlanta Metro area
- Hired & managed tutors instructing 6 languages and working in 5 metro counties
- Developed a client base of 4000+ students
- Worked with Fulton County Schools to create afterschool academic programs for children in 23 public elementary schools.

- Worked with preschool franchisees to create integrated language lessons within their centers.
- Digitized all curricular materials to support teachers remotely

General Manager, TJ Applebee's

March 1994 to
April 1998

- Managed casual service restaurant for local Franchise owner
- Responsible for \$2 million annual budget
- Developed scheduling for hourly & managerial level employees

Tal Volo

1203 Comet View Trail ▪ Smyrna, GA 30082 ▪ (404) 406-0268 ▪ tvolo@yahoo.com

Profile:

Strategically focused finance executive with over 10 years of experience in FP&A, Strategic Planning, Decision Support, M&A, and Deal negotiations. Proven success building and leading high performing teams that partner with C-level executives within Technology, Sales, and Operations to generate revenue, improve efficiency and increase profitability.

Experience:

10/04 – present **Travelport (formerly Worldspan)**

Atlanta, GA

Blackstone owned global distribution system and service provider for the travel industry. Processing over 5 billion transactions daily through our data center as well as hosting the world's two largest airlines, Delta and United.

Vice President, Finance (promoted from Senior Director)

Manage global team responsible for planning, budgeting, analysis, and decision support for over \$300 million of operating expense, \$90 million of capital expenditure, and \$250 million of revenue. Accountable for fiscal performance and aligning technology investments with strategic direction to enhance shareholder value.

- Rapidly promoted through Finance organization based on ability to consistently deliver against challenging operational targets and transform Finance from a tactical to analytic, thought leadership function.
- Delivered over \$120 million of synergies as Finance lead on the Technology Integration team. Scope included consolidation of multiple Data Centers and rationalization of global network.
- Implemented "Business Investment Framework" which includes a rigorous governance model, global prioritization scorecard, and full product lifecycle management to ensure successful commercialization and ROI on track to deliver \$87 million of annual new product revenue by 2015.
- Spearheaded long-term technology planning process followed and negotiated with key vendors to facilitate the modernization of technology infrastructure and realize over \$80 million in efficiencies.
 - Lead negotiator in long term \$300 million IBM bundled agreement including unique elements designed to transform relationship into a strategic partnership.
- Developed and implemented cross functional reporting, including timely and accurate end-to-end project reporting, driver based customer/product P&L's, capital expenditures, and a strategic dashboard to provide visibility into the economic drivers of the business.
- Perform comprehensive modeling and analysis of strategic initiatives including new product development, pricing structures, line of business dispositions, driver-based transaction costing, and M&A.

Board of Directors - Interglobe Technologies

Nominated to occupy 1 of 3 Travelport directorships on majority-owned offshore outsourcing firm based in India.

- Led collaboration with leadership team to develop and execute business strategy to diversify and grow revenue 10x from 2008-2013.
- Developed tax strategy involving creation of new business entity in a Special Economic zone delivering over \$10 million of savings.
- Evaluate and guide M&A activity to ensure alignment with strategic direction, sound investment rationale, and thorough due diligence

Manager, Corporate Financial Planning & Analysis (Worldspan LP)

- Oversaw and managed \$1.4 billion merger agreement with Blackstone Group's Travelport.
 - Performed thorough due diligence of financial model driving the company valuation with Blackstone Group, Ernest and Young, Credit Suisse, and S&P.
 - Secured \$1.0 billion of financing to facilitate dividend payout to current owners.
 - Conducted monthly financial reviews with Travelport's CFO providing in-depth analysis on key drivers providing assurance during regulatory deal review.
- Led company-wide budget process to achieve corporate financial targets while securing management buy-in.
- Presented financial results and analysis of key strategic and operational decisions needing approval to Board of Directors.

Tal Volok

1203 Comet View Trail ▪ Smyrna, GA 30082 ▪ (404) 406-0268 ▪ tvolok@yahoo.com

Senior Analyst, Corporate Financial Planning & Analysis (Worldspan LP)

- Developed the company financial model utilized during forecasting, budgeting, and strategic planning.
- Led initiatives to reduce \$16 million or 20% of IT development costs through offshore development to India and reengineering of business justification process to ensure alignment with corporate strategy.
- Key participant in a \$790 million debt refinancing including production of management presentations and Offering Memorandum.

01/01 – 10/04 **General Electric Company - Energy**

Finance Manager - Connec, LLC

Bethlehem, PA

- Promoted to Manager of Finance organization for a GE Oil & Gas Service business; managed restructuring of financial processes and systems while directing day-to-day operations.
- Achieved profitability and cash flow goals through period of rapid expansion, business growth from \$30 million to \$60 million in annual revenue.
- Transitioned five US acquisitions to shared service platforms for AR and AP to eliminate redundancy and improve cost structure.

Lead Financial Analyst - CONMEC Acquisition, LLC

Bethlehem, PA

- Implemented GE financial principles and procedures by designing metrics to benchmark expenses, headcount, balance sheet, and P&L.
- Drove internal audit of financial systems and controls to ensure compliance with all controllership policies; received final integration sign-off from GE Energy CEO.
- Digitized and redesigned finance functions using Six Sigma methodology in order to transition from an accounting to an analytical environment.

Analyst - Financial Management Program

Various Locations

- Participated in the GE Corporate Leadership Program comprised of four six-month rotations in various business segments and functions, combined with MBA-style classes.
- Designed intranet-based tools to efficiently collect financial data for corporate scorecard.
- Conducted on-site audits at Power Plant construction sites to identify risks and validate data integrity.
- Managed functional costs for \$700 million E-Engineering group; performed variance to budget analysis and updated estimates.

Education Masters of Business Administration (MBA), Executive Program, December 2010

GEORGIA STATE UNIVERSITY, Robinson College of Business

- Participated in international residency, Shanghai and Beijing, China 2010
- Received certification in Effective Negotiating Skills and Strategies 2010

Bachelor of Business Administration (BBA) in Finance (Cum Laude), December 2000

TEMPLE UNIVERSITY, Fox School of Business and Management

PC Skills Oracle 11i, advanced Excel, Brio Query tools, Business Objects, Hyperion, GEAC Financial Suite, COGNOS Business Intelligence, Markview, Clarity Project Management Suite, Microsoft Office Suite

Activities and Awards:

- Certified Six Sigma Greenbelt
- Received "CHOICE" award for thought leadership and execution of IBM contract negotiation
- Recognized for leadership in the successful Technology Integration of Worldspan/Galileo
- CEO Award for outstanding contribution to Worldspan Merger Agreement
- Recognized as 'Top Talent' in GE Energy for contributions to Oil & Gas business
- Led Finance team participation in Worldspan's Habitat for Humanity
- Volunteered in the Junior Achievement Mentoring Program

Page 2 of 2

Founding Board

Bios



Founding Governing Board

Updated October 15, 2011

Jimmy Arispe – Superintendent of Cherokee Central Schools, Founder and President of the National Coalition for Exemplary Schools and 17 years of classroom and administrative leadership experience in Georgia and across the US.

Janet Rau – Tremendous experience in creating schools which include 4 schools in the Smyrna area (Vinings Academy preschool and St. Benedict's Episcopal Day School).

Kim Rowan – A Smyrna resident and parent to a special needs child who brings an inclusive education perspective to the board.

Pete DeBuys – Real Estate broker with experience in supervising the construction of a temporary classroom village and serving on the community advisory board of St. Benedict's Episcopal Day School.

Dawn Armstrong – A Smyrna parent and resident for over 12 years with 20+ years of executive account management experience.

Jules Booker – Creative director with 14 years of experience. Member of the Graphic Artists Guild and National Association of Professional Women.

Norrie Horak – A former elementary school teacher with a M.Ed. in Elementary Education and a M.A. in Latin American Studies.

Anil Malhotra – Founder & CEO of Analytix RM which is a firm that specializes in revenue management and price optimization strategies for the ticketing industry. He has a degree in Finance & Economics from the University of Western Ontario (London, Canada).

Heidi Wilensky – A Consulting Manager with over 20 years of experience specializing in operations systems design and implementation for cable, wireless, and service provider clients worldwide.

Jean Aaron – Has more than 20 years experience in civic management, with emphasis on community coordination, outreach, communication, and public education. Also, she has extensive experience in program development, evaluation, and management.

Patrick Davidson – 15 years of operational experience focused on improving Learning & Education processes and Resource Deployment methodology, leads numerous projects related to writing and developing training courses, updating and creating standard operating procedures

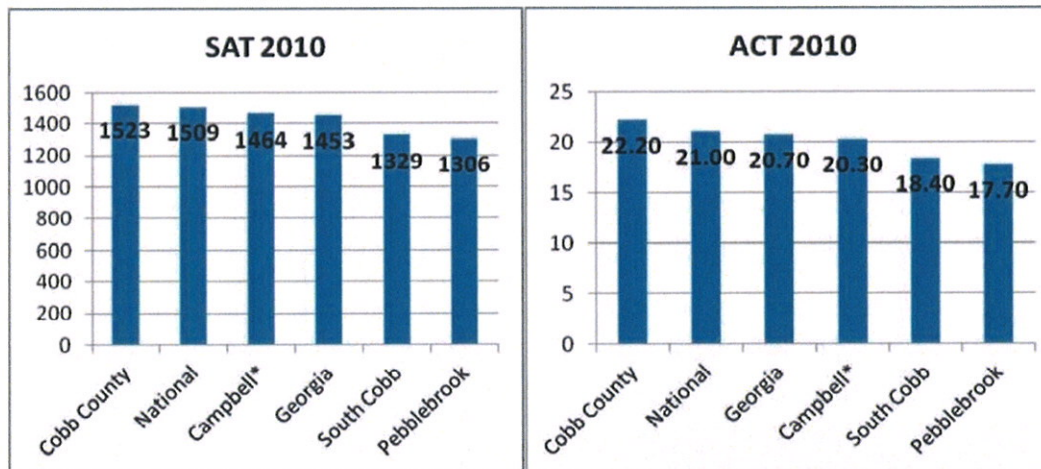
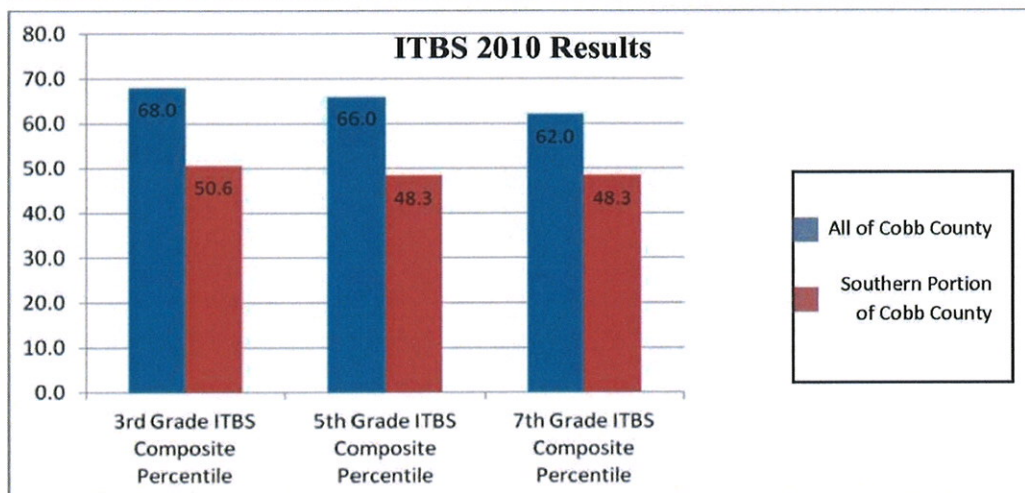
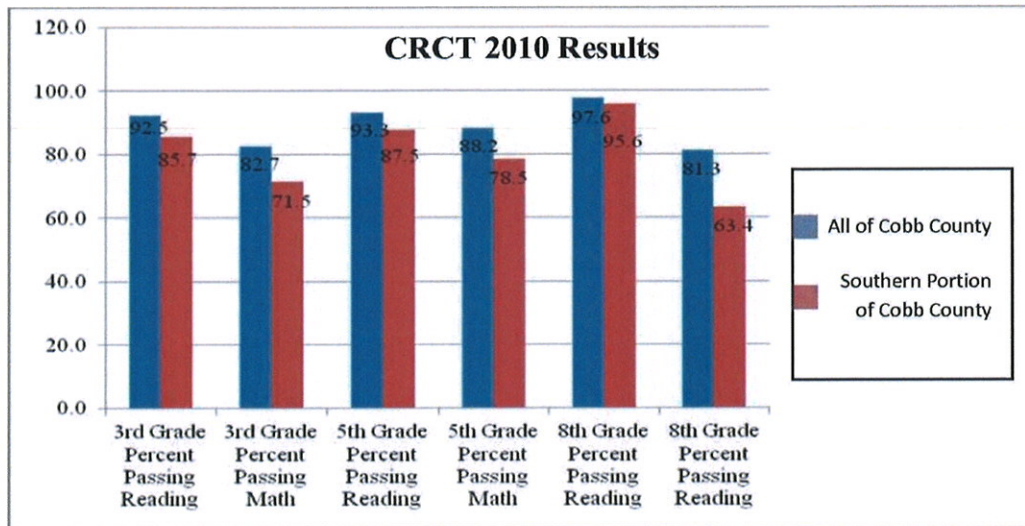
SEAP Staffing Needs

Role	Skills	Requirements
Elementary Classroom Educator (K-5)	<ul style="list-style-type: none"> · Teaches and facilitates learning for students in a STEM framework setting for students at the primary school level · Monitors, maintains and evaluates academic achievement, attendance and discipline records · Works with parents and students to provide and implement classroom education to meet the needs of all students and develop alternative solutions to address student deficiencies · Ability to weave innovative teaching strategies in to daily curriculum, such as technology, art, drama and music education · Utilizes a variety of engaging methodologies for classroom instruction · Areas of focus specific to Reading, Language Arts, Science, Mathematics, Social Studies · Proficient with technology and able to embrace new ideas for using technology in the classroom 	<ul style="list-style-type: none"> · Valid Georgia teaching certificate in Early Childhood Education · Proven organizational, communicative with written and oral, and strong people skills · Technology competency · Skilled in preparing and implementing highly effective lesson plans appropriate to intellectual, physical, social, and emotional development of students · Bachelor's degree, teacher certification in Early Education · Two years working experience in a classroom setting · Masters Degree preferred, but not required
Middle School Classroom Educator (6-8)	<ul style="list-style-type: none"> · Teaches and facilitates learning for students in a STEM framework setting for students at the primary school level · Monitors, maintains and evaluates academic achievement, attendance and discipline records · Works with parents and students to provide and implement classroom education to meet the needs of all students and develop alternative solutions to address student deficiencies · Ability to weave innovative teaching strategies in to daily curriculum, such as technology, art, drama and music education · Utilizes a variety of engaging methodologies for classroom instruction · Areas of focus specific to Reading, Language Arts, Science, Mathematics, Social Studies · Proficient with technology and able to embrace new ideas for using technology in the classroom 	<ul style="list-style-type: none"> · Valid Georgia teaching certificate in Primary Education · Proven organizational, communicative with written and oral, and strong people skills · Technology competency · Skilled in preparing and implementing highly effective lesson plans appropriate to intellectual, physical, social, and emotional development of students · Bachelor's degree, teacher certification in Early Education · Two years working experience in a classroom setting · Masters Degree preferred, but not required

High School Classroom Educator (9-12)	<ul style="list-style-type: none"> Teaches and facilitates learning for students in a STEM framework setting for students at the primary school level Monitors, maintains and evaluates academic achievement, attendance and discipline records Works with parents and students to provide and implement classroom education to meet the needs of all students and develop alternative solutions to address student deficiencies Ability to weave innovative teaching strategies in to daily curriculum, such as technology, art, drama and music education Utilizes a variety of engaging methodologies for classroom instruction Areas of focus specific to Reading, Language Arts, Science, Mathematics, Social Studies Proficient with technology and able to embrace new ideas for using technology in the classroom 	<ul style="list-style-type: none"> Valid Georgia teaching certificate in Primary Education Proven organizational, communicative with written and oral, and strong people skills Technology competency Skilled in preparing and implementing highly effective lesson plans appropriate to intellectual, physical, social, and emotional development of students Bachelor's degree, teacher certification in Early Education Two years working experience in a classroom setting Masters Degree preferred, but not required
Special Education Classroom Educator	<ul style="list-style-type: none"> Ability to work with the unique needs of children grades preschool to twelfth grade who deal with physical, mental and emotional challenges. Utilize various creative techniques to help children reach their behavioral, social, academic, and physical goals Work closely with parents to ensure child's progress is continually evaluated and teaching tactics are reinforced in the home setting Collaborating with other staff members to help improve Record keeping on a child's progress 	<ul style="list-style-type: none"> Valid Georgia teaching certificate Proven organizational, communicative with written and oral, and strong people skills Technology competency Skilled in preparing and implementing highly effective lesson plans and activities appropriate to the unique needs of the special education students Bachelor's degree, teacher certification in Special Education Training or experience in Applied Behavioral Analysis or Applied Verbal Analysis Two to four years of teaching experience Minimum of a Bachelor's degree with specialization in Special Education required Masters Degree preferred, but not required

Spanish Classroom Educator	<ul style="list-style-type: none"> • Create and implement a Spanish Foreign Language program for students in grades K through 12. • Teaches and facilitates learning for students in a STEM framework setting for students at the primary school level • Monitors, maintains and evaluates academic achievement, attendance and discipline records • Works with parents and students to provide and implement classroom education to meet the needs of all students and develop alternative solutions to address student deficiencies • Proficient with technology and able to embrace new ideas for using technology in the classroom 	<ul style="list-style-type: none"> • Bachelor's degree, teacher certification in Foreign Language Education • Strong academic background in Spanish
Instructional Technology Specialist	<ul style="list-style-type: none"> • Facilitate the use of technology throughout the school and the classroom curriculum, in collaboration with the teachers and administration • Promote the impact technology plays in learning and preparing a child for the future • Work with 3rd party technology partners on research, technology integration, funding needs • Provide leadership and strategy to develop the school's instructional technology platform • Oversee budget planning, asset management, and the outsourcing of technology maintenance • Responsible for ongoing evaluation new instructional technology trends as applied to primary education 	<ul style="list-style-type: none"> • Proven organizational, communicative with written and oral, and strong people skills • Technology competency • Financial acumen, budget management, technology procurement experience • Bachelors degree • Knowledge of software, hardware and new media • Understanding of K-12 education

Student Achievement Graphs



*Campbell includes the International Baccalaureate program, which is a prestigious program of elite performing academic students.

Glossary of Acronyms

- SEA, Inc. - Smyrna Educational Alliance, Inc.
- SEAP - Smyrna Educational Alliance Partnership
- SAE - Smyrna Academy of Excellence
- NCES - National Coalition for Exemplary Schools
- ICE - Interactive Curriculum Experience
- CCLC - Cross Career Learning Communities
- CCS - Common Core Standards

Smyrna Academy of Excellence Student Enrollment/Growth Projections 2013-2020

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Kinder	80	80	80	80	80	80	80
1st Gr	80	80	80	80	80	80	80
2nd Gr	80	80	80	80	80	80	80
3rd Gr	80	80	80	80	80	80	80
4th Gr	80	80	80	80	80	80	80
5th Gr	80	80	80	80	80	80	80
6th Gr	200	200	200	200	200	200	200
7th Gr		200	200	200	200	200	200
8th Gr			200	200	200	200	200
9th Gr				200	200	200	200
10th Gr					200	200	200
11th Gr						200	200
12th Gr							200
Total	680	880	1080	1280	1480	1680	1880